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ABSTRACT

This resource booklet was prepared by classroom teachers for use with social studies students at the secondary school level. Ideas and concepts that social studies teachers need to know in order to present the role of labor unions in the current economy are reviewed. These concepts include the principle of scarcity, trade-offs, how wages are determined, collective bargaining, and the role of unions in the community. The curriculum is divided into ten segments dealing with: (1) the history of unions in the U.S.; (2) who belongs to unions, and reasons for belonging; (3) relations between employer and worker; (4) workers' demands; (5) means for achieving these demands; (6) the rights of public employees to unionize and strike; (7) athletes and unions; (8) social activities of unions; (9) duties and roles of union officials and other employees; (10) ways unions may affect the lives of secondary school students as they move into the job market. In each segment, relevant facts are presented through tables or graphs, excerpts from newspaper and magazine articles, and/or anecdotal accounts. Vocabulary necessary for understanding the material is listed. Suggestions are offered for presenting the material to students at different grade levels in social studies courses with various emphases. Also included is a brief list of unions in the New York City area. (GC)

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GETTING IT TOGETHER!

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LABOR UNIONS: GETTING IT TOGETHER

INTRODUCTION:

A. HOW AND WHERE TO USE THIS BOOKLET
B. WHAT STUDENTS SHOULD ACHIEVE
C. OVERVIEW AND OBJECTIVES

CONTENTS:

I. UNIONS AND HISTORY - HOW IT USED TO BE
II. WHO BELONGS AND WHY
III. EMPLOYER & WORKER - FRIEND OR FOE?
IV. WHAT DO WORKERS WANT
V. HOW DO THEY GET IT? (BARGAINING, ARBITRATION, STRIKES)
VI. ARE PUBLIC EMPLOYEES DIFFERENT?
VII. ARE ATHLETES DIFFERENT?
VIII. UNIONS AND ISSUES
IX. WHO ARE THE UNION PEOPLE?
X. UNIONS AND YOU - WHERE DO YOU FIT IN?
XI. RESOURCES

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A - I

HOW AND WHERE TO USE THIS BOOKLET

Labor Unions: Getting It Together is a resources booklet, prepared by classroom teachers for use with social studies students on the junior and senior high school levels. We begin with a brief overview of ideas and concepts that social studies teachers need to know to present the role of unions in the economy of the 'seventies. We also suggest what students should achieve as a result of having studied the content of this booklet.

The table of contents lists ten topics. Each topic consists of several data and/or work sheets that serve as duplication masters for handouts of uniform size. Each sheet can easily be filed in a looseleaf notebook by the students. This enables them to compile a mini-textbook of their own on labor unions.

Teachers should feel free to pick and choose from among the topics and their contents, taking into account the maturity, reading, and interest levels of their students. You need not teach all of the topics, or even teach them in the sequence suggested by the table of contents. "Unions and History - How It Used To Be" is the logical topic with which to introduce the study of labor unions because it helps to explain the "why" of the labor movement. Accordingly, it has been listed first. However, some teachers feel strongly that the psychological advantage of starting with things as they are outweighs the benefits of the logical approach. Such teachers prefer to explore the origins, purposes and goals of American labor unions after interest in unions has been kindled.

Social studies teachers cannot teach the content of this booklet effectively without using economic concepts and economic tools such as tables, graphs, diagrams, simple models, and statistics to clarify and illustrate the various topics. The depth and rigor of the analysis will depend upon the grade level of the class, the previous knowledge of economic ideas and concepts of the students, and the grasp of formal economic principles by the teacher of the class. Certain basic ideas and concepts, however, are essential.

Chief among these is the principle of scarcity (limited resources versus limitless human wants), which necessitates decision-making and the setting of priorities. Except for Adam and Eve in the Garden of Eden and the children of Israel gathering manna while wandering in the wilderness, there is no such thing as free lunch, free trading stamps or free samples. Directly or indirectly what we consume depends on what we produce.

The more we produce, the bigger the pie, and the bigger the pie, ordinarily the bigger the piece of pie the laborer ultimately gets. In short, the worker's wage depends upon his or her productivity. Productivity, in turn, depends in large part on efficient use of tools and equipment. The key to our high American standard of living is the high productivity of our workers, their output per man hour on the job. A worker can only earn more in real income if the economy continues to produce more. Farsighted labor leaders agree with management that both parties have much to gain from increased productivity.

Another concept is trade-offs (the principle of opportunity costs). This means that what you choose is at the expense of what you have decided not to choose. For instance, the ski trip to Vermont is at the expense of forgoing the rock concert series you wanted so much to attend. We can't have our cake and eat it too. In times of recession, a labor union may accept a reduction in fringe benefits to fend off impending lay-offs.

Basic, too, is how wages are ultimately determined, that is, the way in which supply and demand control wages in a competitive labor market, and how some unions restrict the supply of labor through devices such as apprenticeship rules. The meaning both to the employer and the union of signals from the marketplace -- green, red, and amber for caution -- should also be mentioned. These are but samples; other concepts will be explained, or are implicit in the materials that follow.

In teaching this unit, a teacher should be constantly aware that an industrial relations revolution has taken place in the United States during the past quarter century. The outstanding feature of this peaceful social change has been the recognition of labor's right to collective bargaining both by law and by common consent. While we still have strikes (and occasionally long ones), collective bargaining is now the established way of settling differences between unions and management. Both sides of the bargaining table agree that strikes create hardship for all concerned, including the consumer. Labor knows that a strike vote is not a decision to be taken lightly. Responsible business and labor leaders understand that there will be no jobs if the company is unprofitable. Union leaders realize that, in presenting the workers' demands, they must not "kill the goose that lays the golden eggs." The company must earn profits if it is to meet union demands and still stay in business. In short, both sides acknowledge that for every right there is a corresponding social responsibility.

Today, both industry and labor are civic-minded. Both use their resources for community betterment. Teachers should show that union interests and activities reach far beyond the four walls of the union hall. The Amalgamated Clothing Workers of America is a case in point. In the 1920's, once it had established the machinery for adjusting wages and working conditions, the Amalgamated turned its attention to the other concerns of its members, including the question of economic insecurity. Indeed, by providing social insurance at this early date, it anticipated unemployment insurance, administered by the states, under the Social Security Act of 1935, by over a decade. Benefits were provided to members by the Amalgamated Unemployment Insurance Fund, based on contributions by employers and employees. After the Social Security Act became effective in 1938, the Amalgamated instituted life and health insurance, pensions, medical centers, and HMO's (Health Maintenance Organizations), designed to provide a comprehensive program of medical and hospital protection for its members and their dependents.

In 1973, it established the Amalgamated's Social Services Department which serves as the members' link to off-the-job activities and community organizations. It helps members to solve problems such as health care, legal needs, consumer information and housing. It fostered the growth of retiree's clubs, provides scholarships, pioneered in providing child care services for children of its members, not to mention its program of cooperative housing and the Amalgamated banks that provide checking and other services for its members. Incidentally, a modern union offers a great variety of career opportunities and employs large numbers of people -- a fact that teachers should stress in teaching this unit.

Unions also reach out into their local communities. Unions are represented, along with business and industry, on the Boards of Directors of thousands of local social agencies. In fact, the active support of local unions is indispensible in fund-raising drives. The counselors in the Amalgamated Social Services Department know all about the voluntary and tax-supported social services available in the community, and refer their members to the appropriate agency in time of personal need.

The topics in Labor Unions: Getting It Together can be used in whole or in part in a variety of courses as we suggest below:

A. In Eighth Grade Urban Studies

At this level, students should be made aware of the fact that unions are a significant component of the urban industrial scene. Units II, III, IV and X are applicable in part.

Concepts which can be taught in this setting are:

a. People work together in groups to get improvements for members of the group.
b. In a big city, many businesses employ very large numbers of workers under one roof.
c. There are rules and regulations in a company about pay, hours and conditions on the job.
d. A union contract is a document agreed to by the employer and the workers. It contains many of the rules governing work.
e. Many of the people students come in contact with in school and in the neighborhood are members of a variety of unions.

f. Unions try to help protect members against some of the difficulties and problems people meet in large cities; accidents, sickness, high prices, poor housing, poverty.

g. Unions try to avoid strikes. Sometimes when they happen they interfere with all the people in the city, not just the members. (Examples: schools, sanitation, transportation, food processing, stores, construction, building maintenance.)

B. In a World of Work Elective

Any exploration of the world of work or career awareness would be incomplete without some study of labor unions. Units II, III, IV, V and X are most appropriate.

They could be related to the following topics:

a. What the typical union contract provides for its members.
b. Circumstances under which workers become union members.
c. The workings of the seniority system with respect to hiring, layoff, vacations, shifts, promotions.
d. Types of work available for high school age youth.
e. How on-the-job disputes are settled under a union contract.
f. Industries and jobs which are unionized.
g. What a union asks of its members.

C. In Ninth Year Area Studies

The ninth year curriculum expects students to gain some familiarity with conditions of work in both industrial and pre-industrial societies. The labor booklet is most useful in making contrasts, employing the material in Units I, IV and V. Possible lesson topics include:

a. How Soviet labor organizations compare with American unions.
b. How children work in pre-industrial nations.
c. Why unions are strongest in industrial nations.

D. In World History, 9th or 10th Year

Unit I and segments of Unit X apply in teaching about the industrial revolution. They would be useful in dealing with the following topics:

a. The shortcomings and abuses of the early factory system.
b. Steps governments took to regulate the conditions of labor.
c. The effects of the factory system on family life and women.
d. Regulations governing employment of young people.
e. Public schools as the alternative to child labor.

E. In a Current Events or Problems of Democracy Elective

Parts or all of Units II through VIII relate to courses of this type. Studies of the following problems can utilize these units.

a. Should workers join unions?
b. Are women and minorities effectively represented in the union movement?
c. Do labor unions have too much or too little power?
d. What effect union contract provisions have on inflation?
e. Does the collective bargaining process work properly; should arbitration be employed as an alternative
f. Can public employees be treated under law the same way as employees in private industry?
g. What role should unions play in politics?
h. What's the future of the labor movement in America?

F. In a Mini-Course on Labor

If all ten units are used as a self-contained mini course, the material would be sufficient for four to six weeks. Lesson topics could include both those under (A) economics, and (C) Problems of Democracy. Unit IX offers and opportunity to examine the functioning of a major union headquarters and a possible trip to union offices. Additional topics could include:

a. How union officials are trained and selected.
b. What types of jobs and skills can be found in a typical union headquarters.
c. How a union headquarters is equipped to provide services to its members.
d. The structure and function of union health and welfare plans.
e. In what way does the function of a union compare to or contrast with the operation of a business.
f. In what ways does a union offer career opportunities to its own members.

G. In American History

1. In dealing with American government, teachers can use the labor movement to show how organized groups influence the legislature and the executive. Useful sources would be Unit IV, the job safety story and Unit VIII Unions and Public Issues.

Related lesson topics could include:

- a. Why some bills pass, when most others fail.
- b. How industrialization has affected separation of powers, (The commerce clause plus the elastic clause).
- c. How political campaigns are organized

2. In teaching the New Deal era and the rise of the mass union movement Unit II and IV can be supplemental resources in showing how the government regulates the collective bargaining process.

H. In 12th year economics

Units II to V and Unit VII should be used in a two to three week labor unit in a modified economics class.

Suggested lesson topics include:

- a. The basic function of unions in our economy.
- b. How unions are structured; the effects of the structure (craft of industrial) on membership and jobs.
- c. What workers want from their unions (use Unit VI here).
- d. The connection between trends in union membership and (1) changes in our job mix (see Unit VI)
  (2) the changing composition of the work force.
- e. Important issues to unions besides wages: safety, health, pensions, job security. (see Unit VI)
- f. How collective bargaining works.
- g. Techniques unions use to achieve bargaining goals.

The economics teacher who wishes to infuse some career-counseling may want to add two more days to accomodate the information in Unit X.

WHAT STUDENTS SHOULD ACHIEVE

Depending on age, grade level and reading competence, students working with this unit should be able to:

1. List and explain major reasons why workers want or do not want to join unions.
2. Describe the meaning and purpose of strikes, picket lines, negotiations and contracts.
3. Describe and role play a collective bargaining situation.
4. Recognize and explain the differences between strikes, mediation and arbitration.
5. Define the differences between craft unions, industrial unions, production unions, service unions, public employee unions, private industry unions.
6. Differentiate between the various fringe benefits in union contracts and to evaluate their merits and drawbacks.
7. Construct a set of "fringe" demands that could be sought for the classroom, and explore ways and means of financing and providing them.
8. Explain the meaning of some of the simpler clauses in a standard union contract.
9. Conduct a mock grievance hearing and role-play the parts of worker, supervisor, shop chairman, and arbitrator.
10. Draw up seniority charts based on such factors as chronological age of the students in the class, number of years in the school, number of years in the neighborhood, length of time at their address. Discuss and present arguments pro and con for basing privileges on seniority factors.
11. Identify common safety hazards that might exist in the school, play areas, streets, stores, and homes.
12. Explain the meaning of such terms as "lobbying", "issues", "political power", "legislature", "inflation."
13. List the jobs that can be handled by children under 16. Explore the neighborhood of the school and find out how many of these jobs exist and to report to class on same.
14. Construct a questionnaire and conduct a public opinion poll re: unions and their activities.

15. Set up a scrapbook containing news stories about labor to be able to describe orally or in writing the significance of their selections.

16. Read and interpret charts and graphs describing the composition of unions, the distribution of jobs in the labor force and similar employment data, and to construct their own graphs based on raw data presented by the teacher.

17. Conduct interviews of parents, neighbors or family friends who are union members and compile a check list of responses.

18. List reasons why unions might want to help the employers they have under contract.

19. Describe ways in which workers have helped the business they work for and also helped themselves.

20. Take the part of a union organizer and try to persuade others taking the part of workers to join a union.

C - I

OVERVIEW AND OBJECTIVES

I. UNION HISTORY - HOW IT USED TO BE

1. Unions developed first as groups of craftsmen who had common economic problems. Their efforts to regulate their conditions of work were often treated as price-fixing conspiracies.
2. Nobody anticipated the early factory system. Abuses arose out of the total lack of regulation. Early unions were ill-equipped to confront the problems of mass production.
3. Many of our present laws restricting employment conditions were reactions to past abuses and the product of intensive union political campaigning.

Although labor unions have existed in the United States since the days of President Washington, the modern period of the growth in union membership dates from the early 1930's. The United States was the last industrial nation to recognize the right of workers to organize. Until New Deal days, unions were unsuccessful in most mass production industries. Since then the biggest gains have been made in such industries as autos, rubber, steel, and electrical products. Recently, the most spectacular advances in organizing the unorganized workers have taken place among public service employees, professionals, women, and minorities.

Before the coming to the New Deal (1933-1939), young people were often victims of the absence of government regulation of labor conditions in factories and mines. The absence of regulation led to abuses. The outgrowth of these conditions was the movement of compulsory education, the regulation of child labor, and ultimately today's severe restrictions on most types of work for young people.

Unions have been successful in promulgating the idea that employers have multiple obligations for the people who work for them. It shows up in such contract features as guaranteed annual wages, supplementary unemployment benefits, vested pensions, severance pay, health insurance and disability benefits.

II. WHO BELONGS AND WHY

1. Labor unions are one of a broad spectrum of organizations which get things done in our social and economic system.

   The average citizen is powerless as an individual. The citizen has greater potency as a member of a group, whether it is a parents association, the Sierra Club or the AFL-CIO.

2. More money, better conditions and increased control over work arrangements are some of the obvious reasons why workers join unions. But they are not the only ones. There are also some compelling reasons why three out of four American workers have not joined unions.

   There are many subtle factors--status, scarcity of skill involved, relative strength of employers and employees, political and social climate in the community--which help explain why workers do or do not join a union. Twenty years ago, who would have thought the N.Y.C. public school system would be so completely unionized? Why are airline pilots or television performers in unions, but most workers in banks or insurance companies are not?

3. Unions have often served as an outlet for groups who were lower down on the social ladder. Immigrants played a major role in organizing many early unions. Ethnic group solidarity, or possession of a special skill were aids to establishing or maintaining the first unions.

   There still are high ethnic concentrations in some unions which were originally based on members of a nationality group having a common skill. To the extent that children tend to follow their parents' occupations, this structure has persisted in some areas.

4. Unions originally represented workers who wore overalls and worked with tools in construction, on the railroads, or in skilled shop crafts.

   Today's union membership is still heavily concentrated in these areas, and unions in these fields strongly influence the outlook of the labor movement. The organization of "white collar" workers and professionals is a relatively recent phenomenon.

5. Early efforts to take all workers in "catch-all" unions always failed. Only the skill-based unions survived.

   Early unions had hard going. Only men with some type of special skill which was hard to replace were able to organize. The companies they dealt with were generally small and had limited resources to withstand union pressure.

6. Unions didn't achieve success in big business and government until the large industry-wide unions were set up, covering all skills in a given industrial area. These unions were helped by the fact that large organizations were highly impersonal and treated workers like cogs in a machine.

   The craft union, based on a single in-shop skill, couldn't handle the large corporation if all the rest of its employees had no union connection. The large industrial union could match the big company across the board and deal with the complications of hundreds of job categories, promotion policies, a wide variety of pay scales, job assignments, etc.

7. The industry-wide union, which includes a large majority of unionized employees, has no control over hiring.

   Hiring and training are company functions. The union wants to take in workers after they are hired. In order to keep its bargaining rights, it needs over 50% of the employees. It is always in danger of being squeezed out by the company, or by another union, if it doesn't hold a majority of the workers. Many craft unions, on the other hand, have considerable influence over who comes into the trade if they operate an apprenticeship program or run a hiring hall.

8. Unions like other institutions are not fixed, but change as the economy changes.

   Jobs have changed from production to provision of services, administration and regulation of the economy. As new types of employment come to the fore, unions have to organize new groups.

   The skill-based craft unions operate best in a static technology. In our dynamic system, they face the threat of obsolescence. For example, steam locomotives could not operate without the fireman to keep up pressure in the boilers. Since diesels were introduced, railroads have been removing members of this craft.

9. As the composition of the work force changes, the union membership changes.

   More union members today than ever before work in offices, for government, in trade or other services. More union members are now women, members of racial minorities or are relatively recent arrivals to the United States.

III. WORKER AND EMPLOYER - FRIEND OR FOE?

American unions have long recognized that employers and workers have a common stake in the well-being of American industry. The idea of unions and employers being hereditary enemies on opposite sides of a wall has never established a permanent foothold.

There have been times in the past when a few unions regarded themselves as the vanguard of revolution against the evils of capitalism, but those sentiments are long since dead and buried. Even where organizations started out with ideological fervor, they soon become preoccupied with "bread and butter" issues such as wages, hours and job security.

In the process, they discovered that the employer's well-being was a most important factor in insuring improvements for workers.

Whatever hostilities exist between labor and management resemble those which preoccupy the captain and the crew. They may squabble about work conditions, but all of them realize their lives rest with the sea-worthiness of the ship and the amount of cargo in its hold. Unions are interested in increasing the company's income because they see it as a guarantee of benefits for their members. Similarly, when an employer is threatened with insolvency, unions often fight as hard as anyone to keep a company from going under.

Part of a larger set of disagreements between unions and employers are over the apportionment of the firm's income between workers, owners, and capital investment requirements. The profit system as such is fully accepted.

IV. WHAT DO WORKERS WANT?

1. Unions exist as agencies to satisfy the wants and needs of workers. Workers' wants involve both "bread and butter" issues and personal dignity issues.

In general, in the United States, the status of an individual is directly related to how much he or she is paid. There are some exceptions. A highly paid garbage collector usually doesn't enjoy the prestige of a person working in a white collar occupation. The dignity and esteem of workers relate directly to their ability, through their union, to resist what they consider arbitrary actions by management.

Money issues arise mostly at contract-renewal time. Fringe benefits and their administration, such as seniority, rotation of assignments, vacations, medical coverage, can become day-to-day concerns of great importance.

2. The issue of job and income security often emerges as the one concern of workers.

Union contracts often attempt to protect workers from possible lay-offs and their consequences by a variety of devices such as work load limits (such as class size rules) or preservation of job categories (such as full crew laws on railroads). Other union contract clauses protect the workers' income after lay-off such as guaranteed annual wages, supplementary unemployment benefits, early retirement, etc.

Where job security is threatened by the insolvency of a company, unions will often make drastic concessions in the contract to preserve jobs such as reduction in wage scales or in fringe benefits.

In the last analysis, workers' jobs are derived from the public's demand for the goods or services purchased from the firm. No demand, no jobs, no company!

3. Unions have become involved in securing and often providing many of the services that workers want.

Because of contract provisions for a variety of health and welfare benefits, the typical union often shares in the administration of these benefits, provided by management in the contract. Unions find it advantageous in building worker loyalty to handle such programs as scholarships, adult education, hospital and medical benefits, recreation.

V. HOW DO THEY GET IT?

1. The collective bargaining process is the key to the gains achieved by unions.

2. Strikes are important, especially when organizing new groups of workers, and sometimes as a threat, but they occur rarely. Actually, 98% of labor contracts are signed without strikes.

Over the years, unions and management have become skilled at working out agreements. Both sides realize how destructive and costly strikes can be. The threat of a strike is often more effective than an actual strike in achieving a union's goals.

If the collective bargaining "game" is played properly, there are no clear-cut "winners" or losers." In the "crunch" situation, a skilled mediator can often bring off an agreement which saves face for both sides.

3. The union has to perform a balancing act between the wants of its members and the survival of the business.

Management is concerned with profits and costs, and ability to compete in an international marketplace. Labor is concerned with obtaining benefits without destroying jobs in the process.

This usually means not pushing costs up to the point where it becomes cheaper to do the job some other way.

4. Arbitration takes the decision-making out of the hands of the union and the management. It gives great power to an outsider.

Theoretically, if all contracts were turned over to arbitration, there would never be another strike. In fact, arbitration is sometimes used as a last resort when everything else has failed and a strike is imminent or has already been called.

Contract arbitration has been resisted by both unions and management because it limits their ability to influence what goes into the contract. They can present all the demands and arguments, but they no longer decide what will happen. Unions fear arbitration will become a weapon by which government will dictate the terms and conditions of employment.

VI. ARE PUBLIC EMPLOYEES DIFFERENT?

1. People who work for government do not have the same rights under law as people who work for private industry.

It has been the general rule in the United States, unlike some other countries, that strikes by government employees are either banned or severely limited.

It was accepted for many years that there was an absolute prohibition on strikes by public employees and limitations on their organizing rights. In return, public employees enjoyed a much higher degree of job security as well as other benefits, such as pensions, which were rare or limited in scope in private industry at that time.

2. Private employees often perform the same functions as public employees but are guaranteed strike rights.

Can nurses strike in a private hospital, but not in the Veterans Administration? Is it all right to strike five hospitals in New York but not fifty? Can Consolidated Edison workers pull the plugs without breaking the law, while the marriage license clerk can be arrested for refusing to issue license forms?

3. Government employee unions obtain much of their benefits through lobbying.

In the end, wages and benefits provided to government employees are part of a federal, state or city budget. Unions of government employees concentrate a lot of their energy, political funds and resources into persuading legislatures and officials to support their goals.

VII. ARE ATHLETES DIFFERENT?

1. Professional athletes are in a special category of their own because they are not free to change jobs the way other American workers can.

The modern professional athlete often ranks among the best-paid groups in America. But in some respects the athlete is governed by rules similar to those of indentured servants of colonial times. He is tied to the club which first "drafts" the athlete for a period of years, or sometimes for his entire professional life.

The athlete can also be "bought" and "sold", usually without his consent. Sports management insists these limitations are necessary to maintain a balance of competition among wealthier and less wealthy teams. Otherwise, they argue, teams with more resources would always dominate play.

Unions of athletes have been concerned with the freedom of their members to change employers as they choose. They also deal with the usual union issues--wages, conditions, pensions, grievances, fringe benefits.

VIII. HOW ARE UNIONS INVOLVED WITH PUBLIC ISSUES?

1. While the primary concern of unions is the economic well-being of the membership, they are often involved in debate and action over broad issues affecting the public at large.

2. Union commitment to social legislation is based on the past history of the labor movement as spokesman for the underdog.

3. Unions will also act on public issues that have an effect on the industries in which their members work.

Unions generally offer strong support for laws strengthening civil liberties. This arises out of their past experience when the agencies of government were sometimes used to restrict union activities.

The labor movement has consistently been a staunch supporter of public education. In the eyes of unions, the public school system has been the equalizer which gave children of the worker upward mobility.

Compulsory education was supported in part as a way of keeping young children out of the job market.

IX. WHO ARE THE UNION PEOPLE?

1. A whole series of union-related jobs and professions has grown up to provide the services unions offer.

2. The union headquarters has become a center of special services for members from job placement to social work.

Unions need many of the conventional office work skills to operate, but the specialized skills that are specific to unions are numerous. They include organizing, negotiating, contract enforcement, labor law and health plan administration.

Traditionally, the people who work for unions came out of the shop. Many still do. A labor lawyer may often be someone who worked in the field or whose father was a member of a union.

The expansion of union services means that many professionals have to be brought in from the outside--accountants, actuaries, editors, publicists, office managers, etc.

X. UNIONS AND YOU

1. Where they go to work is the most important factor in determining whether or not young people gain access to unions.

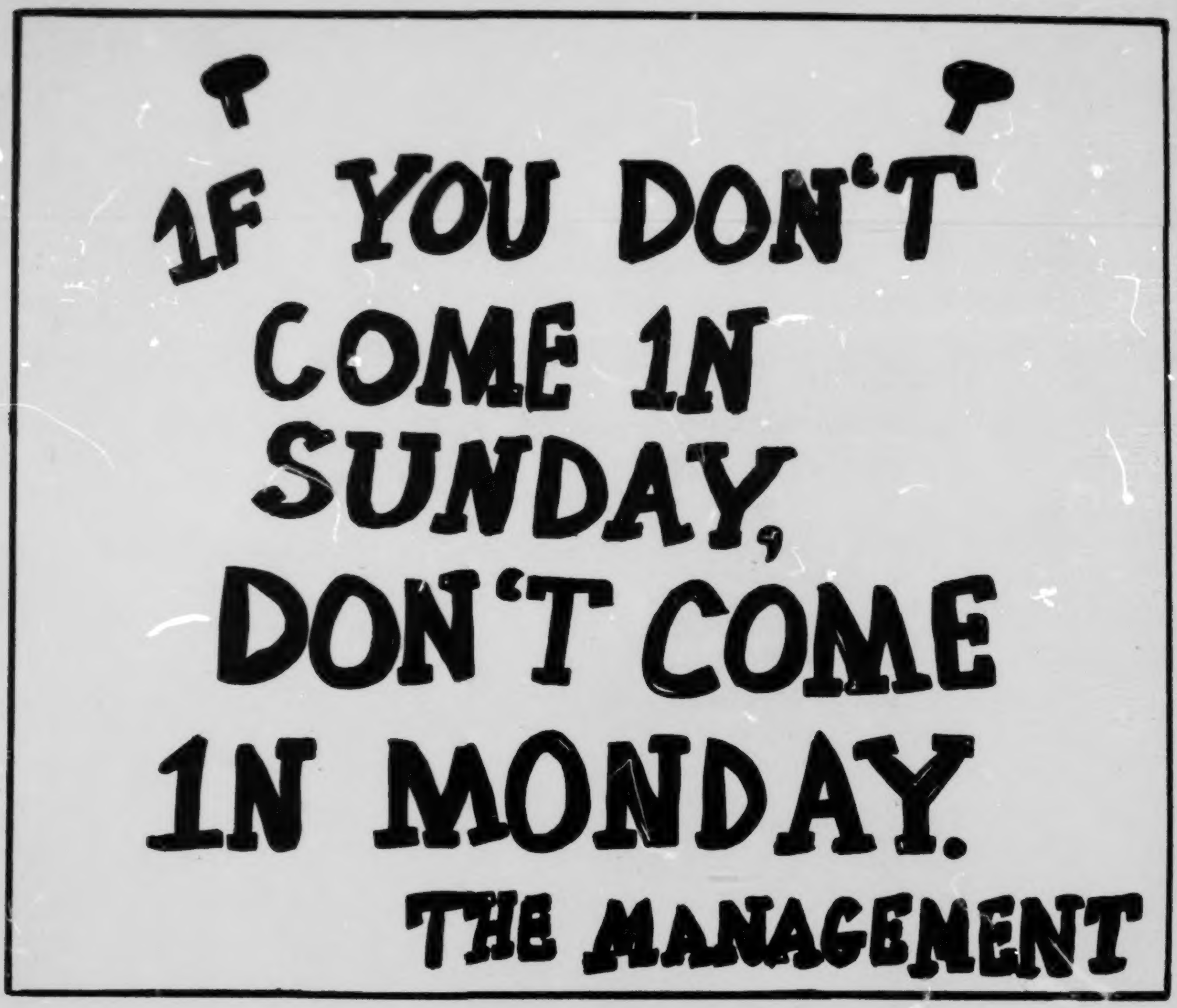
Where industries are expanding, young people have their best chances of employment and union membership. The number of jobs available through union-operated hiring halls is a small percentage of the total. If unions in these areas, such as construction and shipping, threw their doors wide open tomorrow, they could provide very few opportunities for young people first entering the field. On the other hand, young people employed directly by companies which have union shop contracts would become union members automatically after a trial period.

It takes time, effort, and money to become a skilled craftperson. Skilled workers are thus scarcer than unskilled workers and often receive higher wages. The law of supply and demand is important in helping to determine wage rates --scarce workers who are much in demand can usually get high wages. Other factors are the minimum wage laws and wage rates fixed by union contracts. The worker's productivity--the value of his or her output per hour, for example--is also important in establishing the wage rate. Obviously, the more productive a worker is, the higher the wage can be. The productivity of any worker is often determined by the equipment, not by his or her own skill --i.e., a computer operator doing a payroll run.

It is very possible for young people to enter the job market and spend their entire working lives without ever coming into contact with a union; i.e., "open shop" industries such as banking or insurance. On the other hand, a job opportunity in transportation would almost certainly bring the applicant in contact with unions right away.

I

UNIONS AND HISTORY


IF YOU DON'T COME IN SUNDAY, DON'T COME IN MONDAY.
THE MANAGEMENT

Many years ago, before there were strong unions, one company put up this sign for its wage earners. Few employers would go that far, but companies were free to set any working hours or conditions for their employees. Sometimes they told workers how they could spend their spare time. If workers wanted to keep their jobs, they did whatever they were told without complaining.

WORDS YOU NEED AS YOU READ

wage earners
conditions
employers
employees

QUESTIONS:

1. What does the sign mean to you?
2. Was there anything to stop an employer from making people work seven days a week?
3. Was there any law or rule calling for overtime pay for extra hours or extra days worked?
4. What would happen if an employer put up this sign today?
5. What has changed since this sign was put up?

READ THE SAYINGS ON THE NEXT PAGE:

1. Why is "scab" still a dirty word to union members today?
2. Eugene V. Debs was a labor organizer who lost more battles than he won. Would you agree it's worthwhile to fight for a losing cause you believe in?
3. What does Louis Blanc's story show about working conditions in the 1880's?
4. There is a radio station in New York with the call letters WEVD. Can you figure out why these call letters were chosen?

WHO SAID THAT?

Famous sayings and writings about workers, unions and employers.

After God had finished the rattlesnake, the toad, the vampire, he had some awful substance left with which me made a scab...

When a scab comes down the street, men turn their backs and angels weep in Heaven, and the Devil shuts the gates of Hell to keep him out.

-believed to be written by Jack London

"It is better to vote for something you want and not get it, than to vote for something you don't want and get it".

-Eugene V. Debs

"If I were a worker in a factory, the first thing I would do would be to join a union".

-Franklin D. Roosevelt

LOUIS BLANC, a Frenchman, lived from 1811 to 1882. He spoke about the terrible working conditions in England in the early days of the Industrial Revolution.

One story he speaks of is about 3 men who go for a job. The man who could work for less money was hired. This man didn't have a wife or any children. But Mr. Blanc says, if another man could work for even less, then he would get the job. There would be nothing left but prison for the others.

How much for your work?

Half a crown; I have a wife and children.

Well; and how much for yours?

Two shillings; I have no children, but I have a wife.

Very well, and how much for yours?

One and eightpence are enough for me; I am single.

Then you shall have the work.

from "How To Exploit Labor"
by Louis Blanc

BOOKS TELL IT ALL!

In the 1930's the farmers of the Mid-West couldn't earn a living. Many moved to California to find work and a new life. The new life they found was as bad or even worse than what they had before.

Here is some of the story that John Steinbeck tells in his book The Grapes of Wrath. (Viking Press, New York, 1939)

This part is about Tom Joad, a farmer, who has just come to California and is looking for work.

Tom said, "Back home some fellas come through with han'bills-orange ones. Says they need lots a people out here to work the crops."

The young man laughed. "They say they's three hundred thousan' us folks here, an' I bet ever' dam fam'ly seem them han'bills.'

"Yeah, but if they don't need folks, what'd they go to the trouble puttin' them out for?"

"Look," the young man said. "S'pose you got a job a work an' there's jus' one fella wants the job. You got to pay 'im what he asts. But s'pose they'se a hundred men... S'pose them men got kids...

S'pose a lousy dime will buy a boxa mush for them kids. An' you got a hundred men. Jus' offer 'em a nickle-why, they'll kill each other fightin' for that nickle...that's why them han-bills was out. You can print a hell of a lot of han-bills with what ya save payin' fifteen cents an hour for fiel' work."

Tom insisted. "Christ Almighty, with all this stuff a-growin'; orchards, grapes, vegetables--I seen it. They got to have men..."

The young man squatted on his heels. "I'll tell ya," he said quietly. "They's a big son-of-a-bitch of a peach orchard I worked in. Takes nine men all the year roun'... Takes three thousan' men for two weeks when them peaches is ripe. Got to have 'em or peaches'll rot. So what do they do? They send out han'bills all over hell. They need three thousan' men waitin' for your job. So ya pick, an' ya pack, an then she's done...There ain't another damn thing in that part a country to do."

Tom said angrily, "...s'pose them people got together an' says, 'Let 'em rot,' wouldn't be long 'fore the price went up, by God!"

The young man grinned..."Look, if the folks gets together, they's a leader--got to be --fella that does the talkin'. Well, first time this fella open his mouth they grab 'im an' stick 'im in jail. An'f they's another leader pops up, why, they stick 'im in jail."

Tom said, "well, a fella eats in jail anyways."

"His kids don't...an' here's another thing. Ever hear of the blacklist?...They take your pitcher and they send it all over. Then you can't get work anywhere. An' if you got kids--"

THINKING ABOUT IT

1. What did the "han'bills" say?
2. Why did Tom think there would be work for him in California?
3. What did Tom learn about working conditions in California?
4. Why didn't Tom's friend think a "leader" could help them?
5. What kind of picture do you get about working conditions for farmers in the 1930's? Explain.

I-6

Some Samples from the Bad Old Days

Boy, I'm glad I didn't live then.

Over 100 years ago in England a committee of the English Parliament held hearings on conditions in the factories there. The following is a selection from the testimony of a father about how his children worked in a cotton mill.

Questions	What time in the morning did the children go to the mill in the busy season?
Answer	At three o'clock in the morning. The day ended at 10 or half past ten at night.
Q.	Wasn't it hard to wake up the children?
A.	We had to take them up in their sleep and shake them before we could get them off to work.
Q.	What would happen if they were late for work?
A.	They would lose a quarter hour of pay for every five minutes they were late.
Q.	How much rest could they get during these long hours?
A.	It was 11 o'clock at night before we could get them to bed after getting them some food...We would get them up at two in the morning.
Q.	How long did they work when the season was not so busy?
A.	From six in the morning until half past eight at night.

Q. Were the children very tired from this labor?
A. Many times; often they have fallen asleep with the food in their mouths.

Q. Has any of them been hurt on the job.
A. Yes, my eldest daughter. The cog caught her fingernail and screwed it off below the knuckle.

Q. Has she lost her finger?
A. It is cut off at the second joint.

Q. Were her wages paid during that time?
A. As soon as the accident happened, the wages were totally stopped.

Q. Did this long work day involve much cruelty?
A. Yes, because they were so tired, the strap was frequently used to keep them awake.

Q. Have any of your children been strapped?
A. Yes. Every one. Once when I saw my eldest daughter and I said, "Ann, what is the matter?" She said, "the overseer has strapped me." Her back was beat nearly to a jel.

Q. What were the wages in the regular hours?
A. Three shillings a week (about 75 cents).

Things were better around 1900 in Brooklyn, but not that great either. This account comes from an immigrant girl.

I moved to Brownsville and got a job in a factory making shirts. I earned $4.50 a week and lived on $2 a week. I got a room in the house of some friends. I pay $1 a week for the room. I get my breakfast in the morning, a cup of coffee and a roll and at noontime I come home and take a plate of soup and a slice of bread with the lady of the house. My food for the week costs me $1, and I have the rest of the money to do with as I like.

I get up at half-past five every morning. The factory opens at seven and we all sit down at our machines. The boss brings us our pile of work. Sometimes the work is not all finished by 6 o'clock at night and the one who is behind must work overtime.

The machines go like mad all day, because the faster you work the more money you get. Sometimes in my haste, I get my finger caught and the needle goes right through.

I bind up the finger with a piece of cotton and go on working. Where the needle goes through a nail it makes a sore finger, or where it splinters a bone it does much harm. Sometimes a finger has to come off. Generally, though, one can be cured by a salve.

WORDS YOU NEED AS YOU READ

hearings
testimony
committee
overtime
overseer
immigrant
salve

QUESTIONS:

1. What reasons could you give for the conditions that exist in the English factory? Why couldn't these conditions exist today?
2. Why were injuries and accidents so common at that time?
3. Make a list of the changes you know about that make today's factories different from those in the stories. Are there any things that are similar?

FIRE ESCAPES LOCKED 145 GIRLS DIE IN BLAZE!

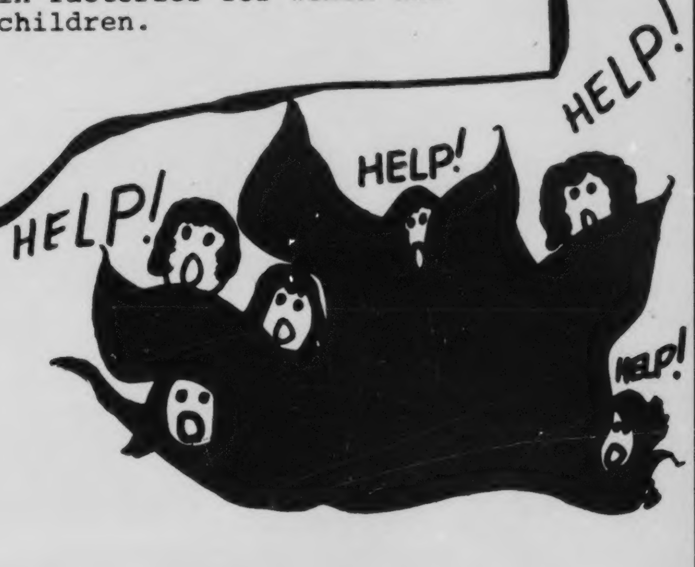
This headline could have appeared in the newspapers in 1911 when a terrible tragedy took place at the Triangle Shirtwaist Company.

At that time there were practically no regulations which called for a factory owner to provide drinking water, ventilation, fire exits or other safety and sanitary provisions.

When the fire broke out, the hundreds of girls, most of them teen-agers or in their early 20's, found that some of the exit doors had been nailed shut. It was later charged that the owners didn't want any of the workers taking an "air break" from the hot, uncomfortable room. There were also piles of materials stacked up all over the factory floor which helped spread the fire and smoke.

With no way out, many of the young women died when they hurled themselves from the windows rather than die of smoke and flames.

These deaths shocked the people and legislature of New York State into doing something about factory conditions. Aften an investigation, the state passed laws providing for sanitary and safety conditions in all factories. Many of these laws are still in effect today in modified form. Laws were also passed reducing the hours of work from 60 to 54 a week, or six days at nine hours a day, and prohibiting night work in factories for women and children.


HELP!
HELP!
HELP!
HELP!

WORDS YOU NEED AS YOU READ

regulations
ventilation
legislature
investigation
modified

QUESTIONS: 1. Why was it important for the government to get involved in factory safety?

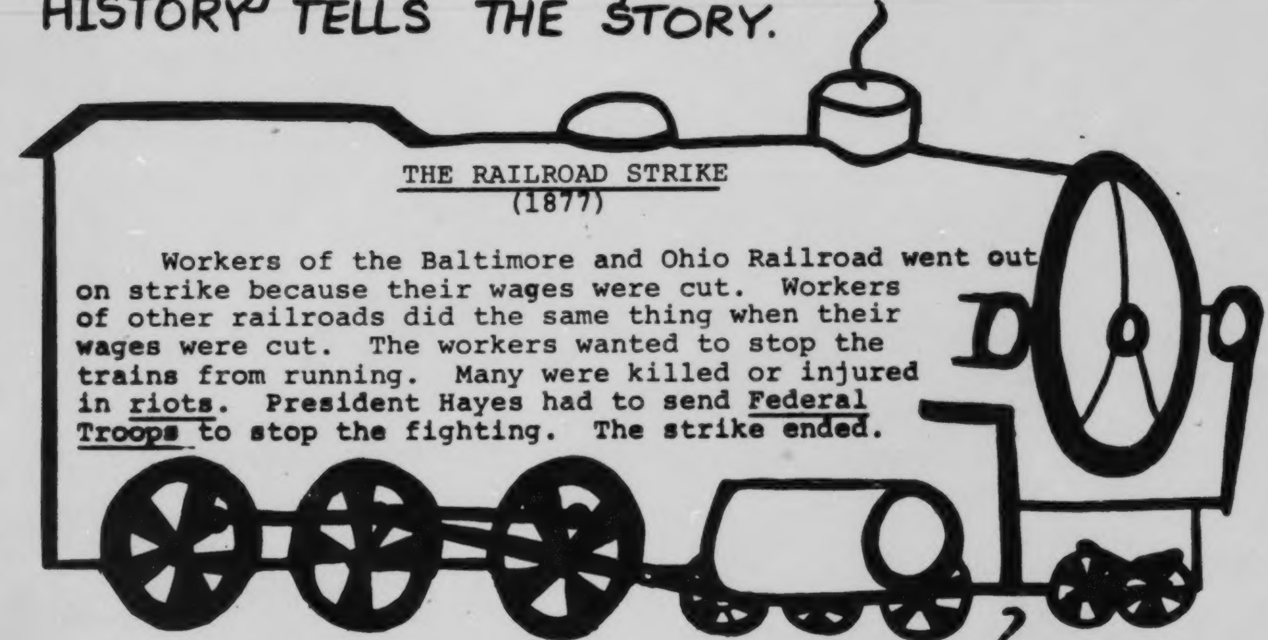
2. If there had been a strong union in 1911, what steps might it have taken to prevent the Triangle fire from taking place?

3. If you were the union shop steward in an unsafe plant, how would you go about getting the conditions corrected?

BLASTS FROM THE PAST...

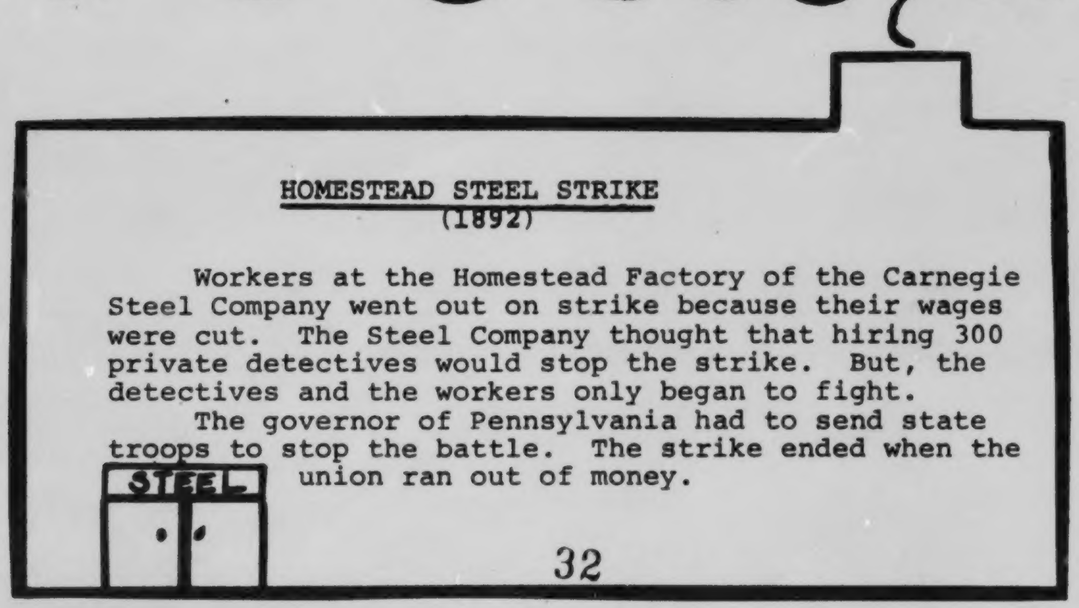
LABOR BATTLES

In the beginning, labor unions had a hard job making changes. Sometimes workers didn't get what they wanted.
HISTORY TELLS THE STORY.



THE RAILROAD STRIKE
(1877)

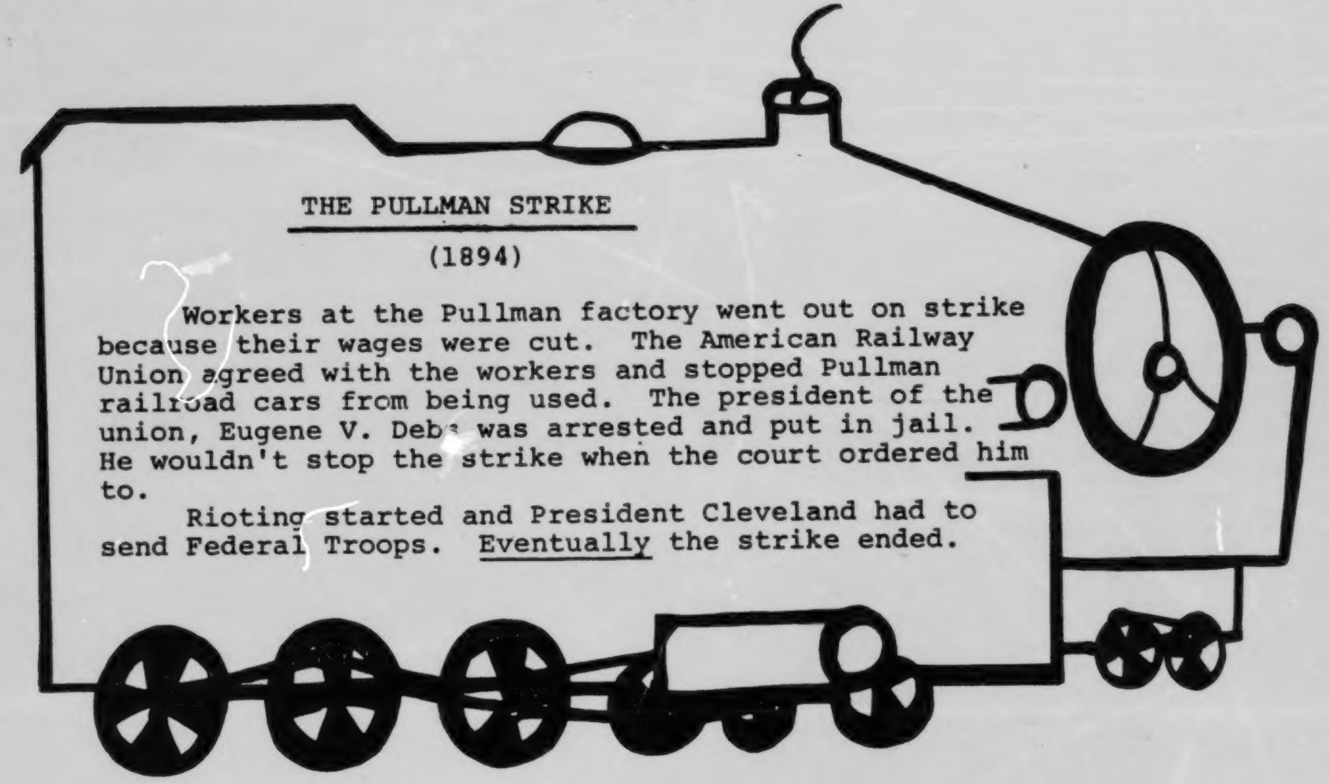
Workers of the Baltimore and Ohio Railroad went out on strike because their wages were cut. Workers of other railroads did the same thing when their wages were cut. The workers wanted to stop the trains from running. Many were killed or injured in riots. President Hayes had to send Federal Troops to stop the fighting. The strike ended.



HOMESTEAD STEEL STRIKE
(1892)

Workers at the Homestead Factory of the Carnegie Steel Company went out on strike because their wages were cut. The Steel Company thought that hiring 300 private detectives would stop the strike. But, the detectives and the workers only began to fight.

The governor of Pennsylvania had to send state troops to stop the battle. The strike ended when the union ran out of money.



THE PULLMAN STRIKE

(1894)

Workers at the Pullman factory went out on strike because their wages were cut. The American Railway Union agreed with the workers and stopped Pullman railroad cars from being used. The president of the union, Eugene V. Debs was arrested and put in jail. He wouldn't stop the strike when the court ordered him to.

Rioting started and President Cleveland had to send Federal Troops. Eventually the strike ended.

WORDS YOU NEED AS YOU READ

riots
Federal
Troops
eventually

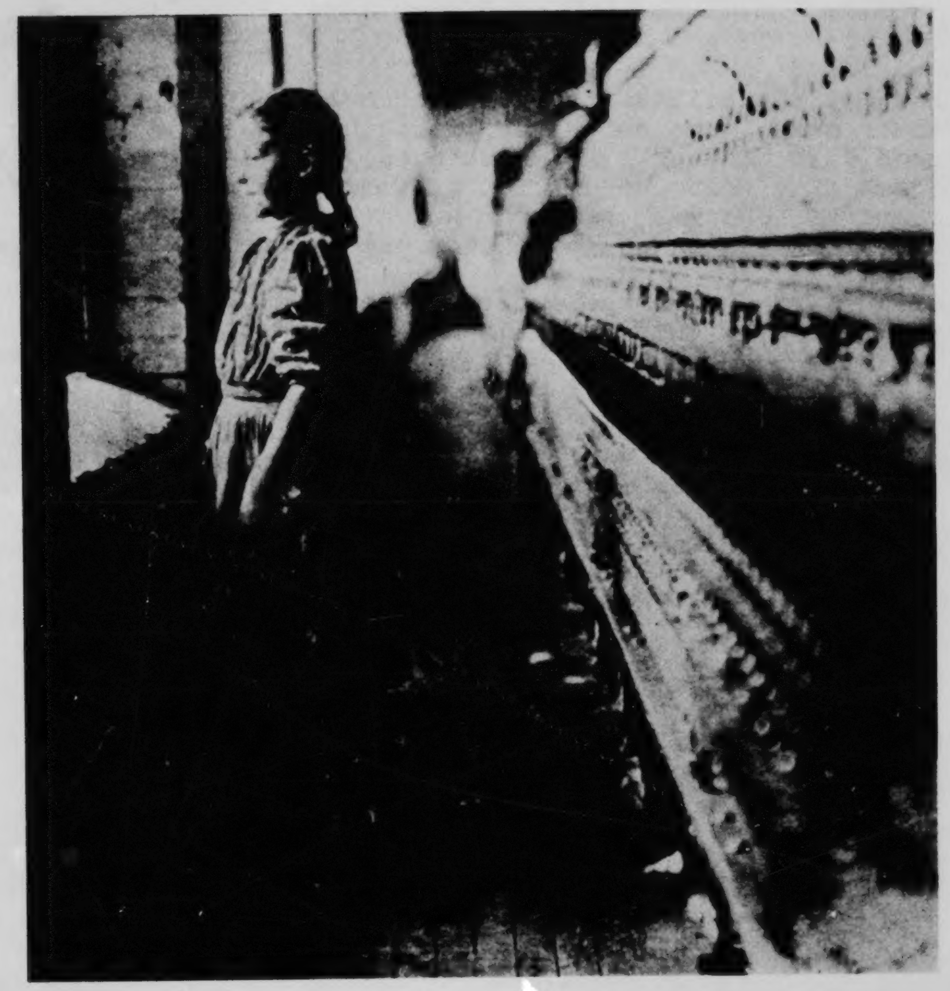
BRAIN BUSTERS

1. Why would an employer fight making changes?
2. What are the ways labor and employers try to make changes today?

THINGS TO DO

1. Use the reference books in your school library to find out about other labor battles from history. For example:
    a. The HayMarket Affair, (1886).
    b. The Danbury Hatter's Strike, (1902).
    c. The Anthracite Coal Strike, (1902).
2. Look through the newspaper. Are any labor battles happening today? Report to the class.

Who Works and Who Plays?



About 75 years ago, it was very common for young children to work long hours in factories. A woman named Sarah Cleghorn wrote the following rhyme:

The golf links lie so near the mill
That nearly every day
The laboring children can look out and
See the men at play.

1. What do you think Miss Cleghorn meant by the poem?
2. Why do you suppose that the young children were working?
3. How are things different today from 75 years ago?

LABOR SINGS OUT!

John Henry

This American song was written around 1872. It tells about man's fight against the machine and the changes happening because of the Industrial Revolution.

When John Henry was a little baby
Sitting on his pappy's knee
He grabbed a hammer and a little piece of steel,
Said, "This hammer'll be the death of me, Lord,Lord,
This hammer'll be the death of me."

Now the captain said to John Henry,
"I'm gonna take the steam drill around,
I'm gonna take the steam drill out on the job,
I'm gonna whop that steel on down, Lord, Lord,
Gonna whop that steel on down."

John Henry told his captain,
"A man ain't nothing but a man,
But before I'll let that steam drill beat me down
I'll die with my hammer in my hand, Lord, Lord,
I'll die with my hammer in my hand."

The man that invented the steam drill,
He thought he was mighty fine,
But John Henry he made fourteen feet
While the steam drill only made nine, Lord, Lord,
The steam drill made only nine.

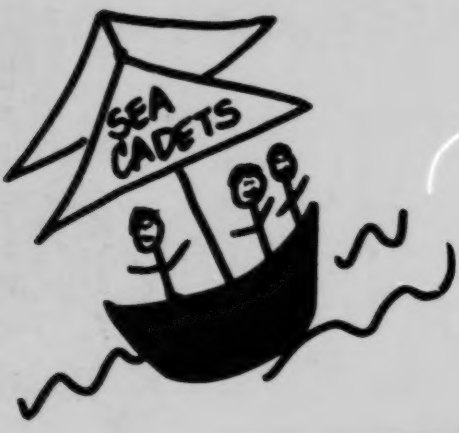
John Henry hammered on the mountain
Till his hammer was striking fire.
He drove so hard he broke his poor heart,
Then he laid down his hammer and he
   died, Lord, Lord,
He laid down his hammer and he died.

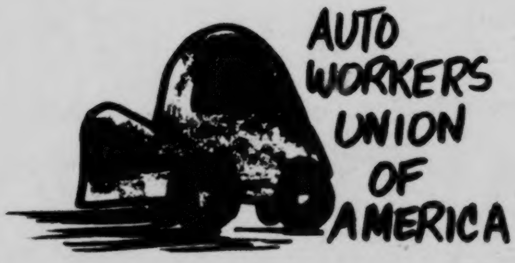
Questions:

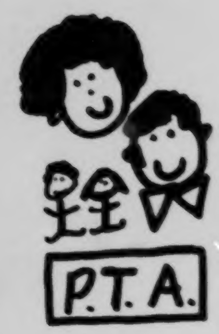
1. What does the song tell us about changes that were taking place in the way things are produced?
2. If machines can do more and better work than people, is this good or bad for workers? Why?
3. List some things that are done by machine today that were done by humans 100 years ago.

II

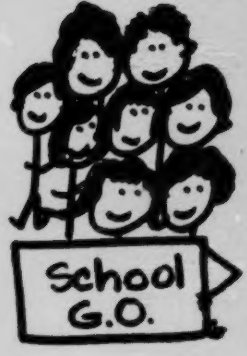
WHO BELONGS AND WHY?

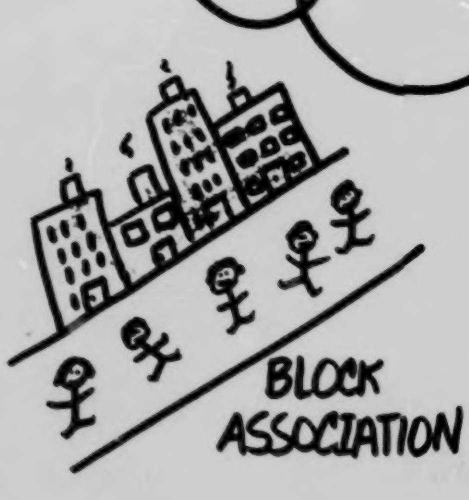


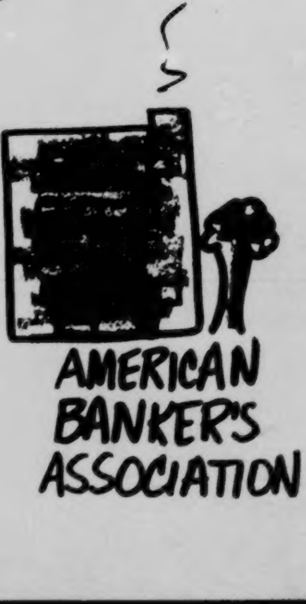

AUTO WORKERS UNION OF AMERICA



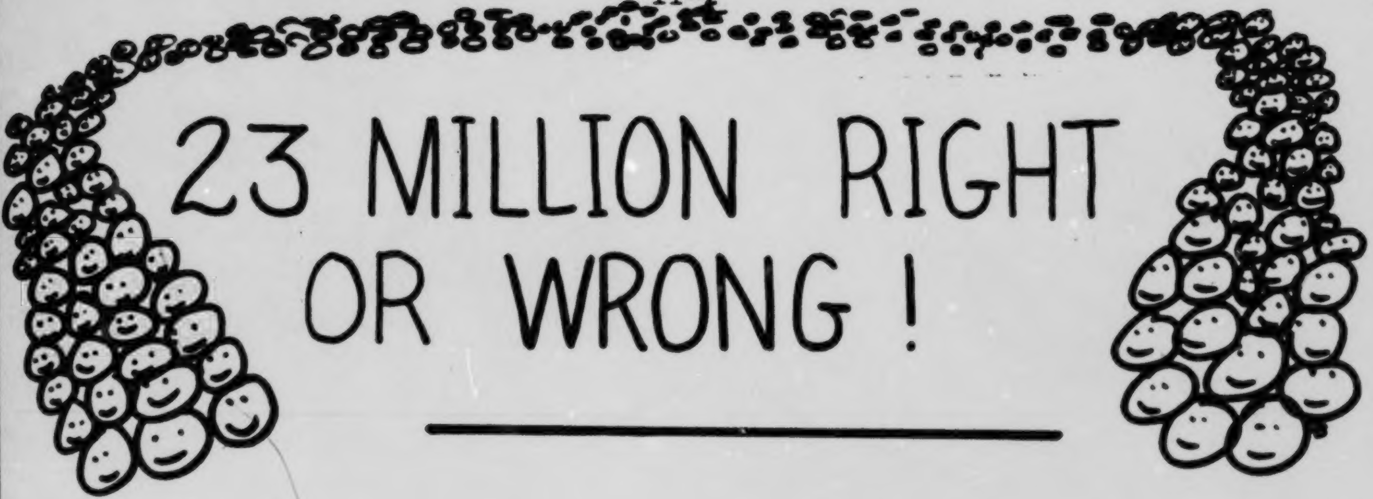
HOW ARE THESE GROUPS ALIKE?




BLOCK ASSOCIATION


AMERICAN BANKER'S ASSOCIATION

23 MILLION RIGHT OR WRONG!



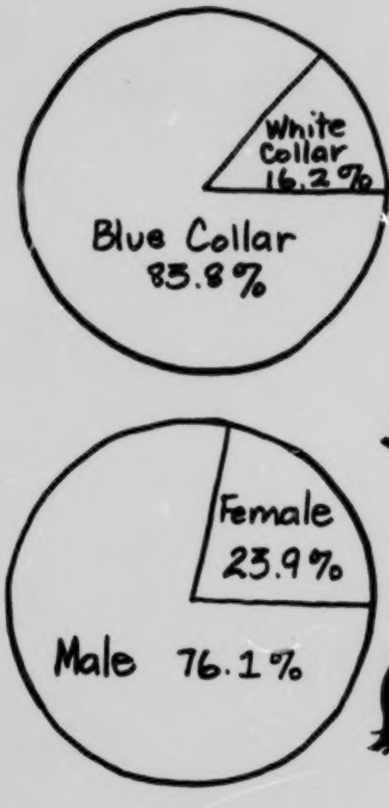
One out of every four workers or 23 million belong to either labor unions or employee associations. Why did all of these people decide to join?

Workers join unions for a variety of reasons. The big reason they join is to gain strength to bargain with employers for better wages and working conditions. Without a union or organization, workers have little to say in their employment conditions.

If a worker is brave and decides to bargain by himself for a raise, or time off, or some other benefit, he will only get it if the boss wants to give it to him. Even if the worker threatens to quit, the employer still does not have to give in. He knows he can always fill in for him or hire a new worker to fill the position.

On the other hand the employer is required by law to consider the interest and wishes of workers who bargain collectively. He also knows that if he doesn't, his company will suffer or even have to close down - if the workers walked off the job and went on strike!

WHO BELONGS to the UNION?



Most union members are still men in "blue collar" jobs, but...

"White collar" members are increasing and since so many women work in these jobs, they are joining unions in larger numbers.

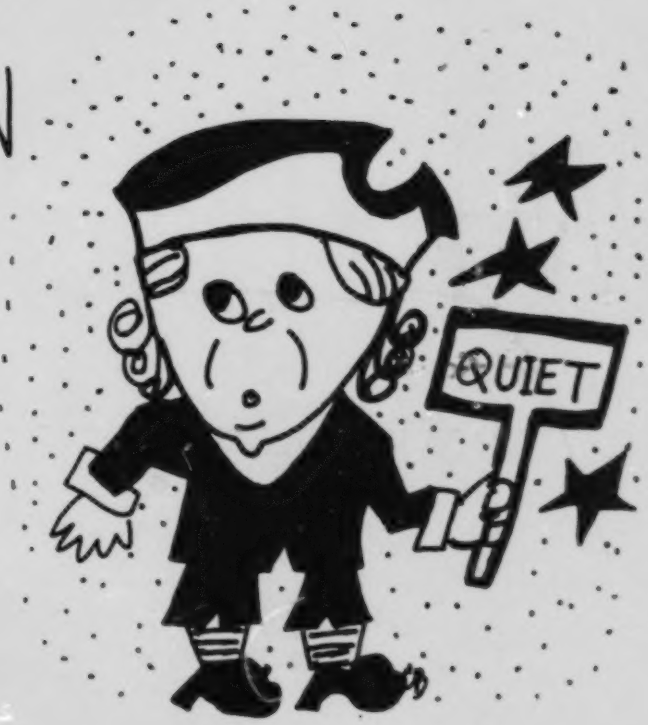
In 1960, only 18% of women jobholders belonged to a union.

In 1970, 24% of women jobholders belonged to a union.

IS UNION MEMBERSHIP INCREASING?

HOW?

A REVOLUTION IN LABOR?



BASED ON THE LABOR REVOLUTION
BY GUS TYLER, THE VIKING PRESS

Yes, American labor is in the middle of a quiet revolution. Lots of changes are going on in:

(1) the kinds of groups organizing into unions

(2) union leadership and

(3) the "life style" of union members

LET'S FIND OUT...

WHO BELONGS TO UNIONS TODAY?

Years ago, union members lived together in working-class districts, often close by the mill. Today, they drive cars, belong to different groups and come from different neighborhoods. This makes it harder to organize.

From 1935 to 1965 unions grew fastest in production industries such as automobile, aircraft, electronics, steel and chemicals.

Today, unions are growing most rapidly in the service trades, and among people who work for the government. Today, professional and technical workers are converting organizations they had already formed into unions, or are joining unions outright.

WHAT ABOUT UNION LEADERS?

In the 1930's and 1940's union leaders were blue collar workers who earned low wages for work in mines, mills or factories. Today, some leaders are coming from the ranks of the new groups. They still have a work background, but they often have more schooling and a different point of view about worker-employer relations.

Take me to your leader!

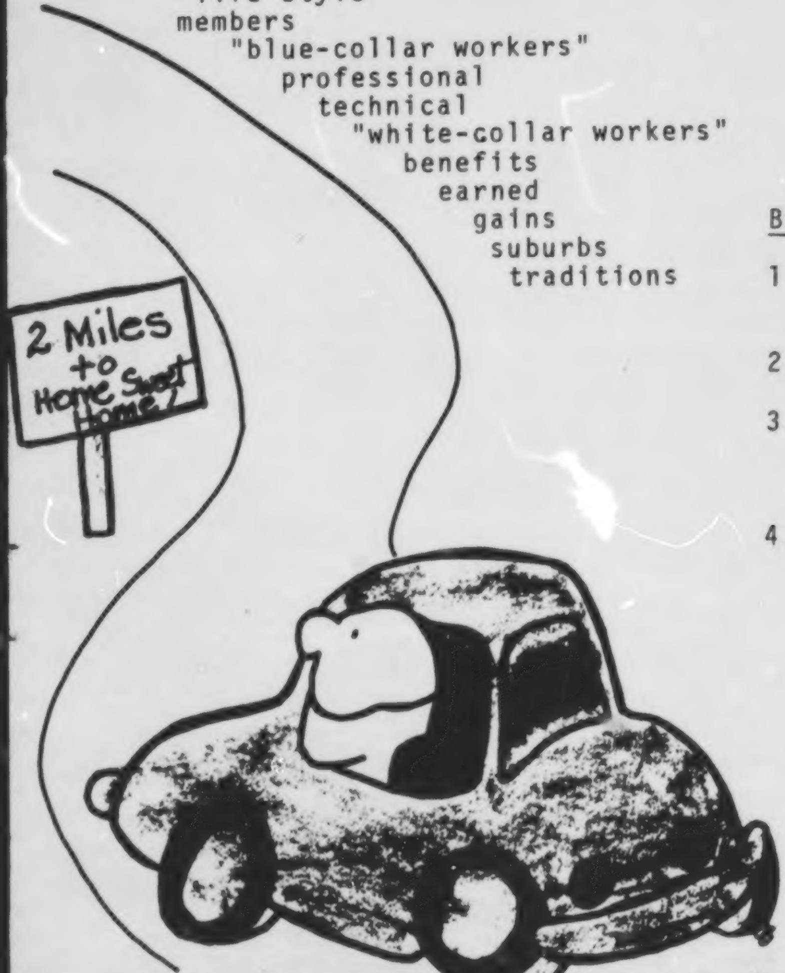
WHAT'S DIFFERENT ABOUT UNION MEMBERS?

People who belong to unions no longer live near their place of work. Since the union has won many gains for its workers, the members have had more money to move to the suburbs and away from their jobs.

The labor force is also getting younger. About half of all union members are under 40 years old and about one-fourth are under 30 years old. They think differently than older union workers. Younger union members like fast answers and fast action. They do not care about older traditions but they do care about what's happening to the world around them.

WORDS YOU NEED AS YOU READ

"life style"
members
"blue-collar workers"
professional
technical
"white-collar workers"
benefits
earned
gains
suburbs
traditions


2 Miles to Home Sweet Home!

BRAIN BUSTERS

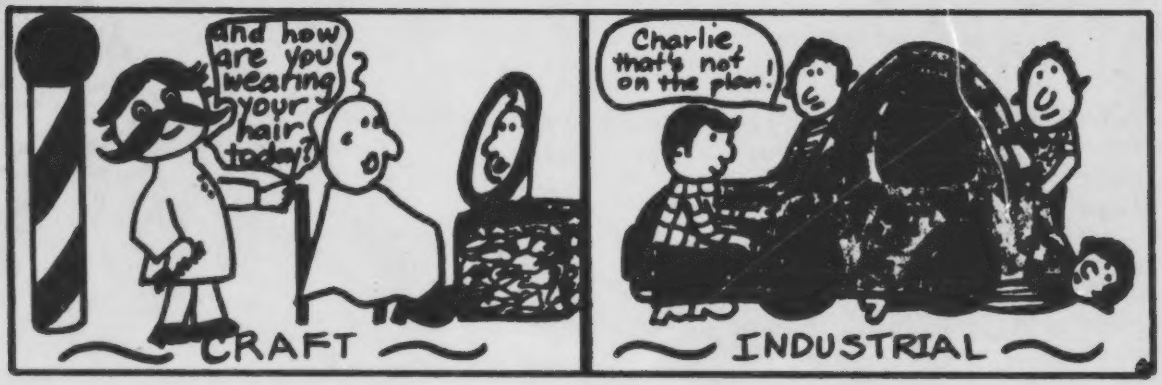
1. What kind of revolution is happening in labor? Explain.
2. Who belongs to today's unions?
3. How are union leaders changing? What training do you think they should have?
4. What are some of the changes in union membership?

THINGS TO DO

1. Speak to a person who belongs to a union. Ask why he or she joined and what benefits he or she receives.
2. Pretend you are a union leader. Write a list of things you would ask your employer to change for better working conditions.

II - 6.a

HOW ARE UNIONS SET UP?


and how are you wearing your hair today?
CRAFT
Charlie, that's not on the plan!
INDUSTRIAL

There are thousands of unions in the United States, but they all boil down to two basic kinds...the CRAFT UNION and INDUSTRIAL UNION.

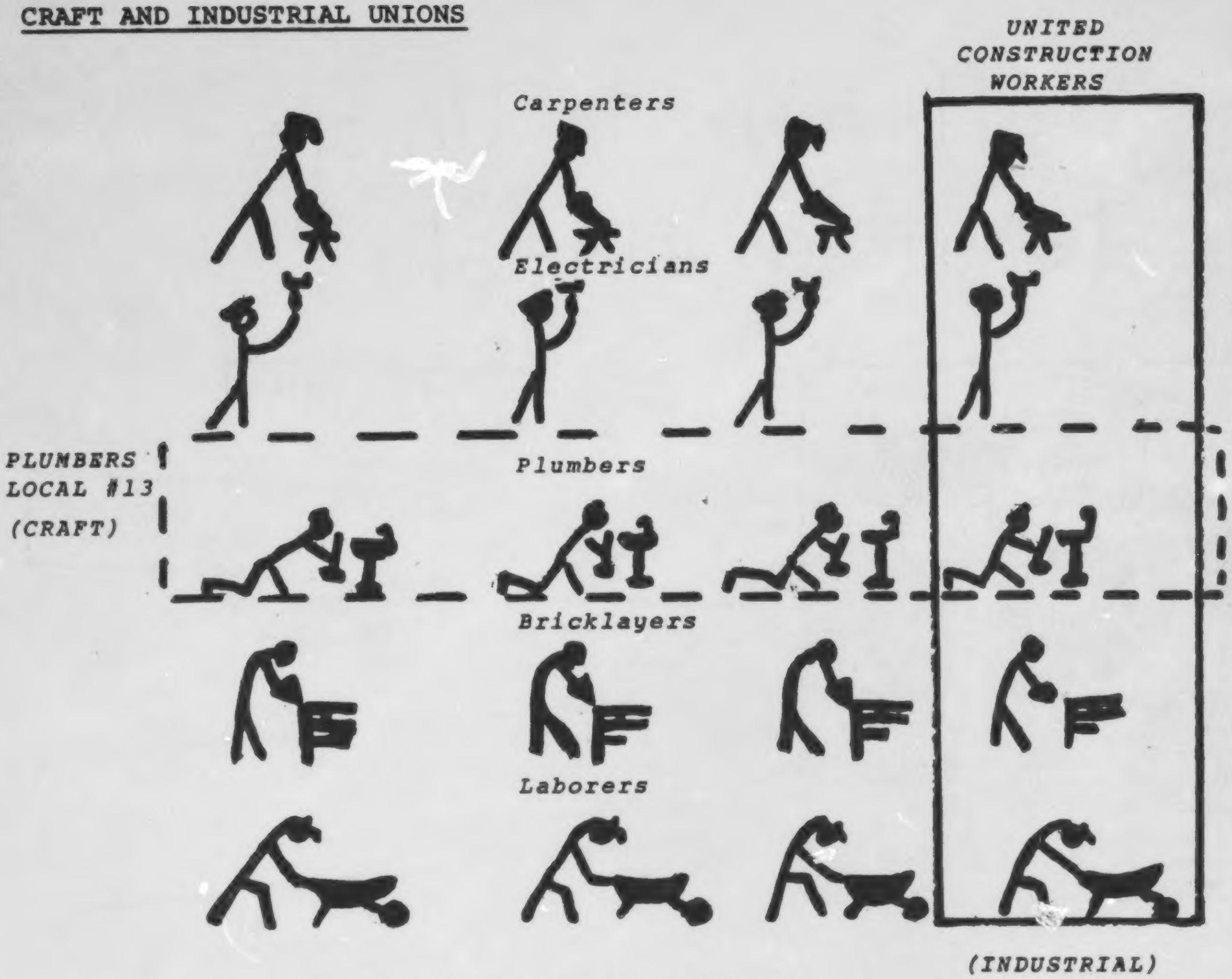
The craft union is set up by a job skill. Each job has a separate union. Among some craft unions are the carpenters, printers, stone masons, painters, pickle packers, bartenders, elevator constructors, barbars, etc.

The industrial union usually includes everyone working in an industry. Some well known industrial unions are the auto workers, steel workers, state, county and municipal employees, hotel workers, chemical workers. Each one of these unions is a collection of all the crafts and skills in their particular industry. Members of the auto workers union will include painters, carpenters, electricians, upholsterers, janitors, machinists and metal workers, payroll clerks and many other crafts. The one thing they have in common is that they all happen to work in an automobile company.

THINGS TO DO

How many different crafts are there in your school? Include in your list all of the people working in classrooms, offices, building maintenance, cafeterias? How many different unions do all of these crafts belong to?

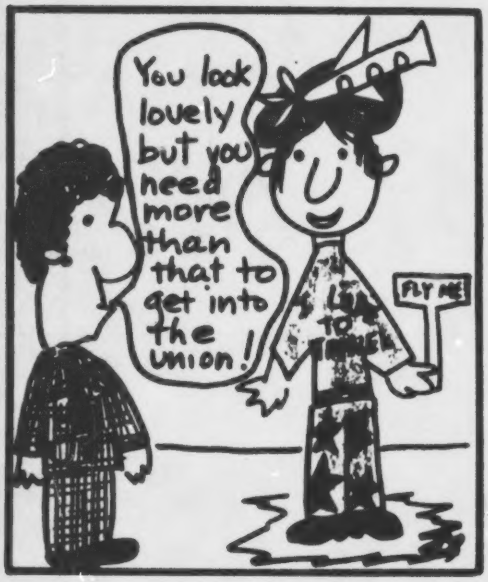
CRAFT AND INDUSTRIAL UNIONS


UNITED CONSTRUCTION WORKERS
Carpenters
Electricians
PLUMBERS LOCAL #13
(CRAFT)
Plumbers
Bricklayers
Laborers
(INDUSTRIAL)

QUESTIONS ON THE STICK FIGURES

1. What are two ways in which workers can form a union?
2. What advantages do you have if you belong to a craft union/
3. Which kind of union could probably conduct the more effective strike? Why?
4. What are the disadvantages of belonging to an industrial union?
5. If you were an employer, which union would you rather bargain with? Why?
6. Why is a craft union sometimes called a "horizontal union?"
7. Why is an industrial union sometimes called a "vertical union?"

Getting In to Unions-
Is it a Hassle?


You look lovely but you need more than that to get into the union!
FLY ME

GENERAL MOTORS WILL HIRE
5,000 FOR NEW COMPACT
CAR PLANT

IBM WILL TRAIN 500 FOR
COMPUTER MAINTENANCE

ONLY 24 ADMITTED TO UNION

300 MEN CAMP OUT FOR THREE DAYS TO
GET SHEET METAL APPRENTICESHIPS

MACHINISTS UNION AND AIRCRAFT COMPANY
JOIN IN HUNT FOR SKILLED MECHANICS

Why do some workers find it very difficult if they try to get into the apprenticeship program, but other workers are being hunted down by companies for well-paying jobs? There is often a connection between getting into a union and the conditions in that particular industry.

It can be hard to get into a union if...

- The union is a specialty craft with a limited number of job openings
- The union operates an apprenticeship program which controls the number of people who can get into the industry
- There is a hiring hall run by the union for jobs in that industry

It can be easy to get into a union if...

- The union is actively looking to grow and to organize new companies
- The union is an industrial-type which covers a wide variety of jobs and skills
- The industry it operates in is expanding
- The company decides who gets hired, which means that the union, to keep up its strength wants to get new workers into its ranks
- The union hasn't any guarantee of union security in its contract
- The company is under a union shop contract which requires every new employee to join the union after a trial period

What is union security anyway?

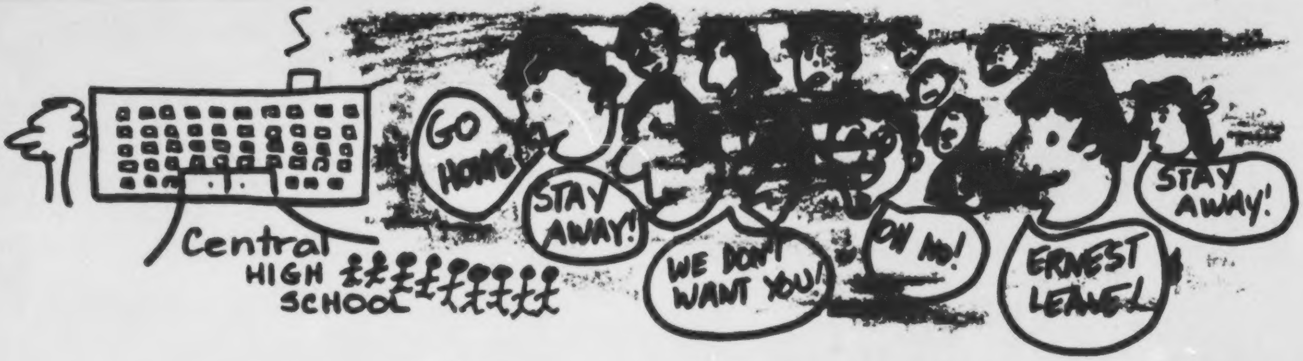
It means the arrangement the union has with the company about who is and who isn't a union member.

1. Where there is a hiring hall, the union has the greatest strength since it, in effect, largely determines who gets into the jobs.
2. Where there is a union shop, the company usually does the hiring but the people who are hired are required to join the union, usually after 30 days.
3. Where there is a maintenance of membership, then a person has to stay in the union and pay dues once he or she joins; but someone who doesn't join won't lose the job.
4. Where there is an open shop, people are free to join or quit a union at any time.

QUESTIONS FOR DISCUSSION

1. In which of the situations listed above is the union looking for the workers to join?
2. In which situations are the workers eager to join but the union tries to limit the number of members?
3. Which do you think is the fairest way of deciding union membership? Explain your choices.

HE DOES IT EVERY TIME!


Central HIGH SCHOOL
GO HOME
STAY AWAY!
WE DON'T WANT YOU!
OH NO!
ERNEST LEAVE!
STAY AWAY!

adapted from the New York Times, October, 1972.

Seventeen years ago Ernest Green was one of nine black students who walked through angry mobs to integrate Central High School in Little Rock, Arkansas. Today he is the director of a program which recruits minority workers for building trades.

Mr. Green was appointed Executive Director of Recruitment and Training Program five years ago. Originally it was called the Joint Apprenticeship Program and was started in a small storefront office on Fulton Street in Brooklyn by the Workers Defense League. It was later joined by the A. Philip Randolph Educational Fund.

Under Mr. Green's leadership, the program has grown and expanded nationwide. It provides tutoring and counseling services among other things for recruits. Thus far it has recruited over 5,000 apprentices and journeymen in highly skilled trades.

After his graduation from Michigan State University with a Masters degree in Sociology, Mr. Green joined the program in 1964 as a field representative. He feels his work had been shaped by the civil rights movement and the integration of Central High School. He spent his senior year at Central and was the first black to graduate after federal troops had been ordered by President Eisenhower to escort the black students to school.

"At Central we felt that we had to go because someone had to break through the psychological barrier", Mr. Green said. These barriers were broken down, he said, with the integration of lunch counters, sit-ins and freedom rides of the last two decades. Now he feels it is important to make political and economic progress.

"The construction industry is not going to solve all of our economic problems", he observed, "but it's a key industry in urban areas."

Mr. Green thinks the outlook for the program is good. "We will need for an extended period of time just a continuous steady push--continually educating applicants, continually moving them in, aided by continuous pressure from the community."

Mr. Green's leadership has been recognized by the Labor Dept., which says the program is a "model" for the government's manpower outreach efforts in 100 cities.

QUESTIONS FOR DISCUSSION

1. Why did Ernest Green join the program?

2. Why is this kind of program important in the urban centers of the United States?

3. How did Mr. Green's background help him in his job?

WORDS YOU NEED AS YOU READ

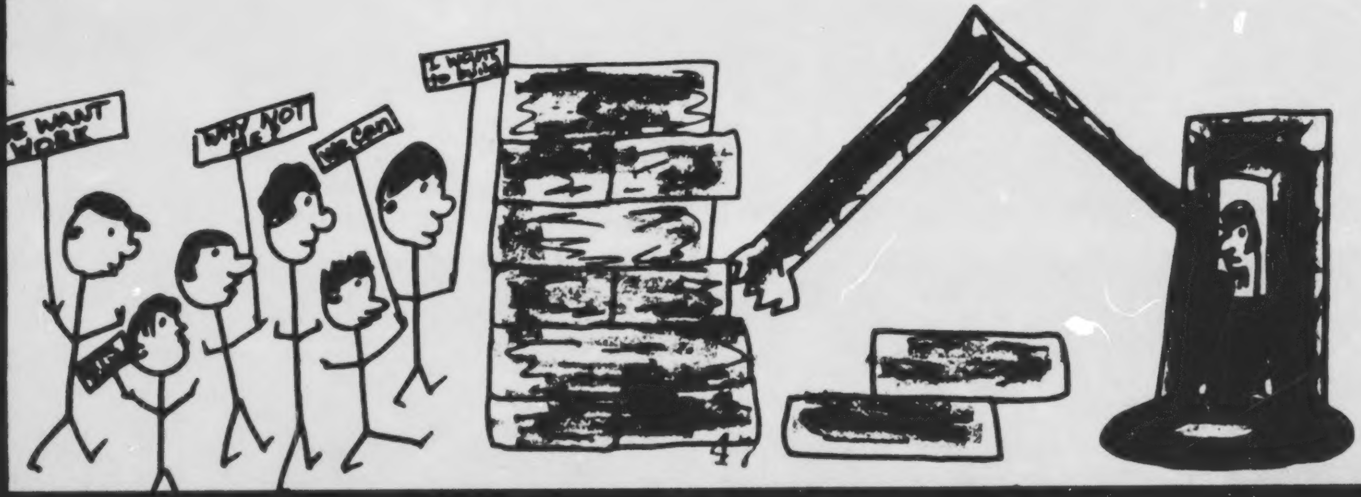
recruits
apprentice
sociology
psychological

QUESTIONS FOR DISCUSSION

1. Why has it been difficult for minorities to become members of building trade unions?

2. Why are building trade unions important to minorities in urban centers?

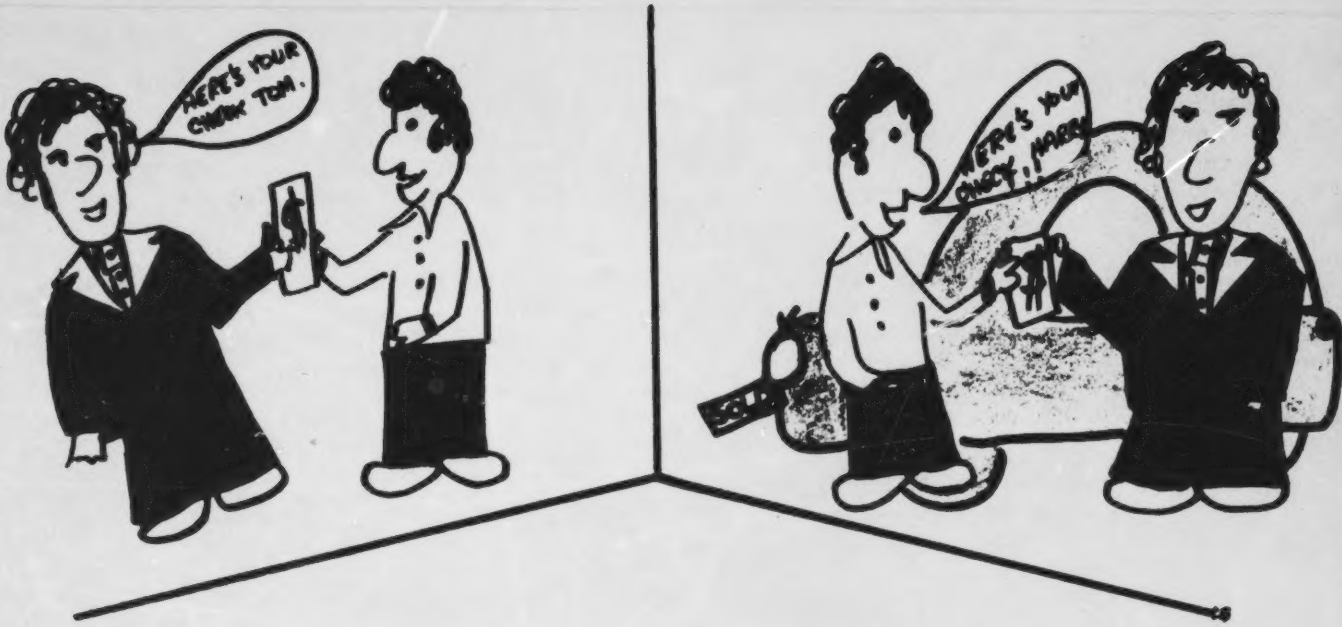
3. What groups are helping minorities become building trade unionists? Why?



III

WORKER AND EMPLOYER - FRIEND OR FOE?

EMPLOYER AND WORKER... FRIEND OR FOE?



When Henry Ford first began making automobiles, only rich people could afford to buy them.

Ford wanted to sell more cars, so he thought; "Instead of making each car by itself, one by one, why not make a lot of cars on an assembly line? This way, each car would be a lot cheaper."

But there still was a problem. If he made thousands of cars, where would he find enough people to buy them, even though they were cheaper? In his day, there were a few rich people who weren't that interested in his cheap car, and a great many working people who made $2 or $3 a day. These people couldn't dream of owning anything fancier than a cheap bicycle.

Then Ford had another idea; an idea so new that it changed the country. Why not pay his own workers twice as much as they were getting?

Everybody thought Ford was cracked when he announced his plan, but thousands of workers lined up to apply for jobs at $5 a day.

Ford had it all figured out. If his workers were well paid, they would work harder, but what's more they could become customers for his cars. Of course, he couldn't sell only to people who worked for him. But he figured correctly that other businessmen would have to raise their workers' wages too. There would be a mass market (millions of customers) for his mass production of automobiles.

Before long, Ford was making hundreds of thousands of cheap Model T's, all of them exactly alike, and selling them for a few hundred dollars each. Some workers bought brand new cars, kept them a few years and then traded them for other new ones. Others bought second-hand cars for $50. Practically everybody who had a steady job could afford a car.

Other businesses copied Ford. They mass-produced autos, clothes, canned food, radios. More and more people were buying more and more goods at low prices -- and more and more people were hired to make and sell these goods. The Ford idea had forced wages up, increased buying power, and created jobs for a lot of people.

Today, prices and wages have changed, but Ford's idea remains. Unions also argue that without jobs for everyone and a high level of wages, there wouldn't be enough customers for the products business makes.

With millions of well-paid workers you have millions of customers with money. Therefore, automobile companies can sell nearly ten million new cars a year, and many more used cars change hands.

That's why Ford makes more money selling Pintos than Rolls Royce does selling $35,000 Silver Shadows. And General Motors, which puts out more cars in the lower-price range than anyone else, earns more than Ford and Rolls Royce together.

Should workers care if employers make profits? Ask the people who used to work at Studebaker, Packard, Hudson, Frazer, Reo, Franklin or Pierce Arrow. They are all out of business now. When they stopped making profits, they couldn't pay dividends to their stockholders or buy new and better equipment to make cars as cheaply as their competitors.

I. WHAT'S GOING ON IN THE PICTURE ON PAGE III - 1?

II. WHY DO LABOR AND MANAGEMENT BOTH WANT SALES TO BE HIGH AND PROFITS LARGE?

III. WHY WOULD EMPLOYERS WANT WORKERS TO BE HAPPY?

Give three reasons, all different.

IV. WHAT CAN EMPLOYERS DO TO HELP MAKE WORKERS HAPPY?

Next time you visit a store, factory, hospital, office, list the things that are being done. Then make a list for the Suggestion Box of more that might be done. Which of the following would you choose:

a) a company newspaper with stories about workers

b) company parties, picnics and sports contests

c) cheerful and pleasant surroundings

d) help for workers with personal problems

e) attractive lunch rooms and lounges for workers to use during free time

f) prizes for suggestions which help the company

g) good fringe benefits which make workers feel protected

h) special recognition of workers' families, such as scholarships and day nurseries

i) discounts for workers who buy company products

V. WHY WOULD WORKERS WANT EMPLOYERS TO BE HAPPY?

If a business closes down, or leaves New York City, what might be the reason? How might this affect workers?

Would the fact that workers want an employer to stay in business affect contract negotiations? How?

How might increased output per man hour (productivity) on the part of workers and management increase the chances that the business will remain in the city?

VI. WHEN EMPLOYERS AND WORKERS DISAGREE, WHAT ARE THEY USUALLY DISAGREEING ABOUT?

List three items.

A fable for our times:

INVENTIONS...

Ace
CB
Bob
Sue
Hi!

Good News?	Bad News?
We're all meeting down at the river to wash our clothes and sing a few songs!	Sometimes it rains, or it's too cold. Who likes to pound clothes on rocks?
***	***
Plumbing invented! You can wash clothes easier at home in all weather! Women get jobs and earn money to help.	No more socials down by the riverside. Each one does it alone at home.
***	***
Commercial laundry opens in town. They'll wash our clothes cheaply. Twenty people get hired to work there!	All the women who did the laundry by hand at home get fired.
***	***
Automatic washing machines invented! Just press a few buttons and do laundry by yourself! Jobs open for washing machine repairmen!	Laundries start to lose business, lay people off. The only laundries left are those that iron men's shirts by hand.
***	***
First wash-and-wear clothes sold! No more ironing needed! Companies get rich selling no wrinkle fabrics! Jobs open in fabric treatment!	Several mills close, the ones that made old-fashioned cloth that needed ironing!
***	***
Chemist invents cloth that never gets dirty! Jobs open up making new cloth! People buy more clothes!	Laundry machine factories shut down!
***	***

LABOR and BUSINESS AGREE-

when it comes to bottles!

Should soda and beer companies be required to use returnable bottles?

Many conservationists think so, but not the companies or the unions which represent their workers.

Two states in the U.S., Oregon and Vermont, prohibit non-returnable beverage bottles or cans. The laws were passed because throwaway bottles and cans have made a serious litter problem. It costs the government a great deal to clean up after careless litterbugs. Also, the throwaway containers waste raw materials and electric energy used to make them.

In other states, including New York, moves to outlaw throwaways have run into strong opposition. The breweries and soda bottlers complain that collecting bottles will make their products more costly. It might force some of them out of business. The unions representing the workers at these companies support the position of the owners because they are concerned about the jobs of their members. Unions and companies which make bottles and cans also object strongly to these laws

Unions may argue bitterly with the boss about wages, benefits and conditions, but they will both fight shoulder tc shoulder to protect business and its jobs.

WORDS YOU NEED AS YOU READ

conservationist
returnable
throwaway
litterbug

QUESTIONS

1. Why are the unions and companies working together on the same side?

2. Which is the more important, the convenience of the companies and the jobs of the workers, or the problem of litter?

3. Who should pay the cost of cleaning up the litter?

4. Should the customers pay more for their beverages so that the cities should be cleaner, or should the companies carry the additional cost?

5. See if you can find other stories of company and union joint action. Do these actions serve the interests of the public?

David Dubinsky, a famous labor leader, once said that if you destroy your employers you destroy your job. What do you think he meant by that? Do you agree with him?

Read this article and see if Mr. Dubinsky's advice was followed

RHEINGOLD WORKERS DIG IN TO FIGHT BREWERY CLOSING

adapted from an article in the N.Y. Times, February 3, 1974.

Two workers were playing chess in the lunchroom at the Rheingold Brewery in Brooklyn who ordinarily would be working at the machines which make beer. They were part of a sit-in of more than 200 workers who refused to leave the 119-year old brewery after it was ordered closed by Rheingold's parent company, Pepsico, Inc. The sit-in began when Federal Judge Bartels denied a petition by the workers to keep the brewery open for another week so that contract disputes could be worked out. John Hoh, president of the Brewers' Union asked his men to stay and maintain the machinery and equipment so that it would not be damaged or hauled out and to see that no one would dump the beer down the sewer.

About 1,500 workers would lose their jobs if the plant were closed. Until it ceased operation, the brewery produced 12,000 31-gallon barrels each day.

The unions claim that Pepsico acquired the beer company in order to gain control of the soft-drink franchises in Florida, Southern California, Puerto-Rico and Mexico, and the company never intended to maintain the Brooklyn Brewery. A lawyer for Pepsico said the company wanted to phase out the brewery because it had lost $9-million in 1973 and would lose 15-million if required to stay open in 1974.

After many days of sitting-in, a buyer, Chock Full O' Nuts appeared on the scene. They said they would buy the Rheingold Brewery if the unions involved would all agree on terms which the company felt was needed in order for the brewery to run successfully. All of the unions ratified the contracts even though it meant the loss of some jobs, and even some benefits.

Let's see if Rheingold can be a success with labor and management working together towards that goal.

WORDS YOU NEED AS YOU READ

parent company
petition
disputes
ceased
acquired
franchises
phase
ratified

BRAIN BUSTERS

1. Why do you think the Rheingold workers did not want the plant to close down?
2. How do you think a parent company can function when one of its plants loses $9-million?
3. How can a union help a company to succeed?

IV

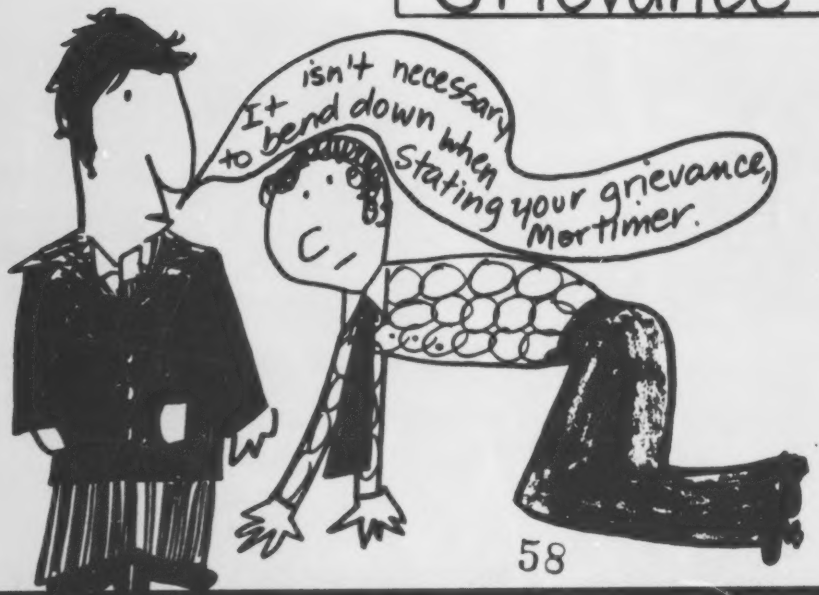
WHAT DO WORKERS WANT?

THE FRINGE BINGE

It is said nowadays that fringe benefits are even more important than wages in a job. Do you know what fringe benefits are?

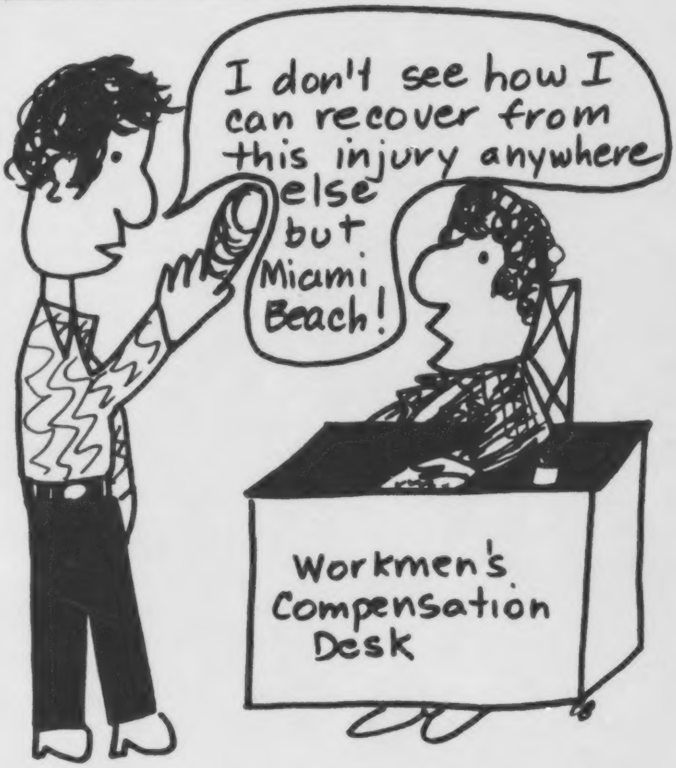
Worker benefits over and above direct wages are becoming more and more important (fringes). Most of these were unheard of 50 years ago. Today most workers have health and pension plans, vacation pay, and many have profit sharing. Let's look at some of the new benefits receiving more attention.

Grievance Procedure


It isn't necessary to bend down when stating your grievance, Mortimer.

Unions want better ways for workers to handle what they feel are injustices: docking of pay, lay-offs, job promotion rules, etc.

Workmen's Compensation


I don't see how I can recover from this injury anywhere else but Miami Beach!
Workmen's Compensation Desk

Unions are pressing for better compensation for disabled workers.

Actually the word "fringe" for benefits may no longer be correct. Employee benefits now account for 30 percent of payroll costs according to some experts and more benefits are being added every year. Would you believe paternity leave for new fathers?

WORDS YOU NEED AS YOU READ

fringe benefits
pension
profit sharing
grievance
compensation
paternity

BRAIN BUSTERS

1. Which fringe benefits do you think are most important?
2. Can you think of other fringe benefits that were not mentioned?

THINGS TO DO

Make a survey of the working people you know. Find out what finge benefits each one receives of his job.

WHAT DO WORKERS WANT?

adapted from an article in U.S. News and World Report, January, 1973.

I WANT MONEY!

I WANT VACATIONS

I WANT A TITLE!

I WANT CLASSROOMS

In an unusual move, the Railway, Airline and Steamship Clerks Union took a survey of its members to learn what they wanted in their contracts. 49% of those workers who answered the survey put pension at the top of their list. A guaranteed annual wage was requested by 37% of the members and 34% wanted annual wage boosts. A workweek of four 8-hour or five 6-hour days took fourth place with a 15% vote.

What fringe benefits would be important to you if you were a union member?

Here is a list of fringe benefits. Some are common to many workers, some have only been suggested but not as yet used in contracts. Number these 1 through 15 in the order of importance you feel they are.

Pensions
Health Insurance Plans
Legal Care
Thirty Years and Out
Paid Vacations
Paternity Leave
College Tuition
Free Abortion
Maternity Leave
Profit Sharing
Child Care Facilities
Housing Subsidies
Job Safety
Marriage Counseling
Free Lunch

WORDS YOU NEED AS YOU READ

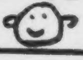
survey
guaranteed

I WANT TO BE OFF ON GROUND HOG'S DAY!

I WANT MORE THAN THAT!

What's Important To You?

What fringe benefits would be important to you as a union member? Here is a list of fringe benefits that might be available in union contracts.

	Important to You 	Important to Railway Clerks
Maternity leave		
Health Insurance		
Guaranteed Annual Wage		
Nurseries for Working Mothers		
Safety Committees		
Pension Plan Improvements		
Marriage Counseling		
More Vacations and Holidays		
College Tuition		
A Profit Sharing Plan		
Free Lunches		
Free Legal Services		

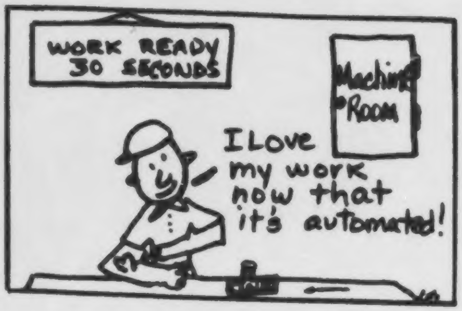
THINGS TO DO

1. Number these in the order of importance to you.
2. Which ones were important to the Railway Clerks? Number them in order?
3. How would you explain the differences between their list and yours?
4. Do people at different ages want different benefits? If so, why?
5. Since fringe benefits cost money, just as wage benefits, why do you think some workers prefer more fringes instead of more wages?

WORDS YOU NEED AS YOU READ

Fringe Benefit
Maternity
Guaranteed
Tuition
Counseling

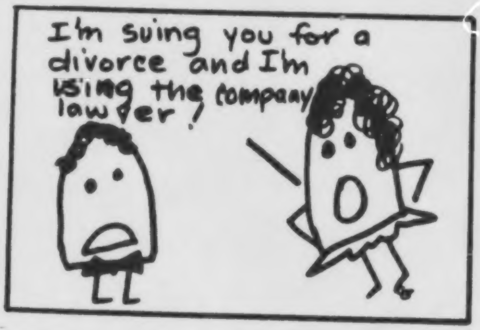
NEW BENEFITS ON THE HORIZON


WORK READY 30 SECONDS
Machine Room
I Love my work now that it's automated!

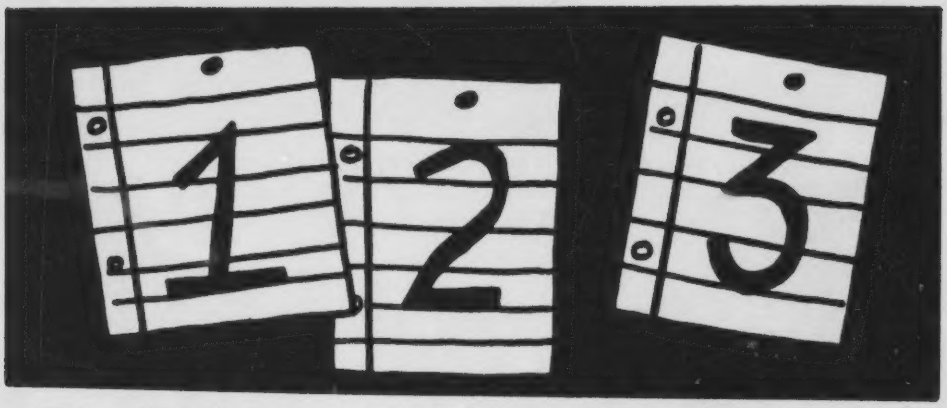
Some new benefits have resulted from the contract negotiated between the printers and the city's major newspapers.

Full-time printers have been given a lifetime guarantee of employment. Also, part-time substitutes will become regular situation holders and will be included in the job guarantee.

Publishers have been given the right to introduce all automated equipment into their composing rooms whenever they see fit.


I'm suing you for a divorce and I'm using the company lawyer!

The city's largest public employee union, District Council 37, State, County and Municipal Employees, is about to start a full program of prepaid legal services for city workers, providing "legal insurance" for just about everything from divorce proceedings to mortgage closings. The program will not cover criminal matters.



A 3-DAY WEEKEND - EVERY WEEKEND ?

In many offices and factories a five-day 35-hour week is common. Companies have often noticed that Mondays and Fridays are bad days, particularly in the summer months. One company manager got the idea, "why not work 35-hours in four days instead of five?"

Several companies in different parts of the U.S. have tried this. A factory in Indiana found it was very popular. The workers were interested in going out camping on their weekends, because they lived in an area that had many lakes and state parks. An insurance company in New York did the same in its computer department. The computers operate seven days a week, 24 hours a day, so it was just a matter of setting up shifts on a four-day basis instead of five.

Companies trying the four-day week have found many advantages.

* Workers spend less time traveling to and from work. It takes the same amount of time to travel in for a seven-hour day as for a nine-hour day.

* Where both husband and wife worked, the extra day off gave them more time to take care of shopping and household chores.

* Absenteeism on the job was cut back.

* Workers who liked the arrangement were generally more enthusiastic and did more work in four days than in five.

The four-day work week has some problems too.

* Some workers found they got too tired from the longer work day.

* Working mothers were often unhappy with a longer day because it left them less time with their children and created problems of caring for them after school hours.

* Some businesses found it hard to schedule their work for a four-day week. Factories might be able to work four days, but offices had to be kept open to deal with customers.

* When there were holidays in the middle of the week, it meant that the four days were cut to three, and very little work would get done.

Thirty years ago, the 5 1/2-day week was common. Before that, there was a six-day week. Is the four-day week next?

QUESTIONS

1. What should be done about the school schedule, if there is a four-day week in industry?
2. Which would you prefer, a four-day week of about nine hours a day (8 to 6 and one hour for lunch) or a five-day week of seven hours (9 to 5)?

V

HOW DO THEY GET IT?

V-1

HOW DO YOU THINK?

HOW DO YOU THINK MOST LABOR-MANAGEMENT ARGUMENTS ARE SETTLED?

ARRANGE THE CHOICES IN THE ORDER OF IMPORTANCE.
a b c d

I ARGUMENTS OVER A NEW CONTRACT

Strikes
Negotiation between the union and company
Compulsory Arbitration (a decision made by an outside person)
Negotiations assisted by a mediator

II ARGUMENTS ABOUT RENEWING A CONTRACT

Strikes
Negotiation between the union and company
Compulsory Arbitration
Negotiations assisted by a mediator

(Now turn the page upside down and see if your answers agree with the facts.)

I a. Negotiation
b. Negotiation assisted by a mediator
c. Strikes
d. Compulsory Arbitration

II a. Negotiation
b. Compulsory Arbitration
c. Strikes
d. Negotiations assisted by a mediator

EXPLAIN YOURSELF!

The Language of Collective Bargaining

An Agreement is an answer to differences by both sides.

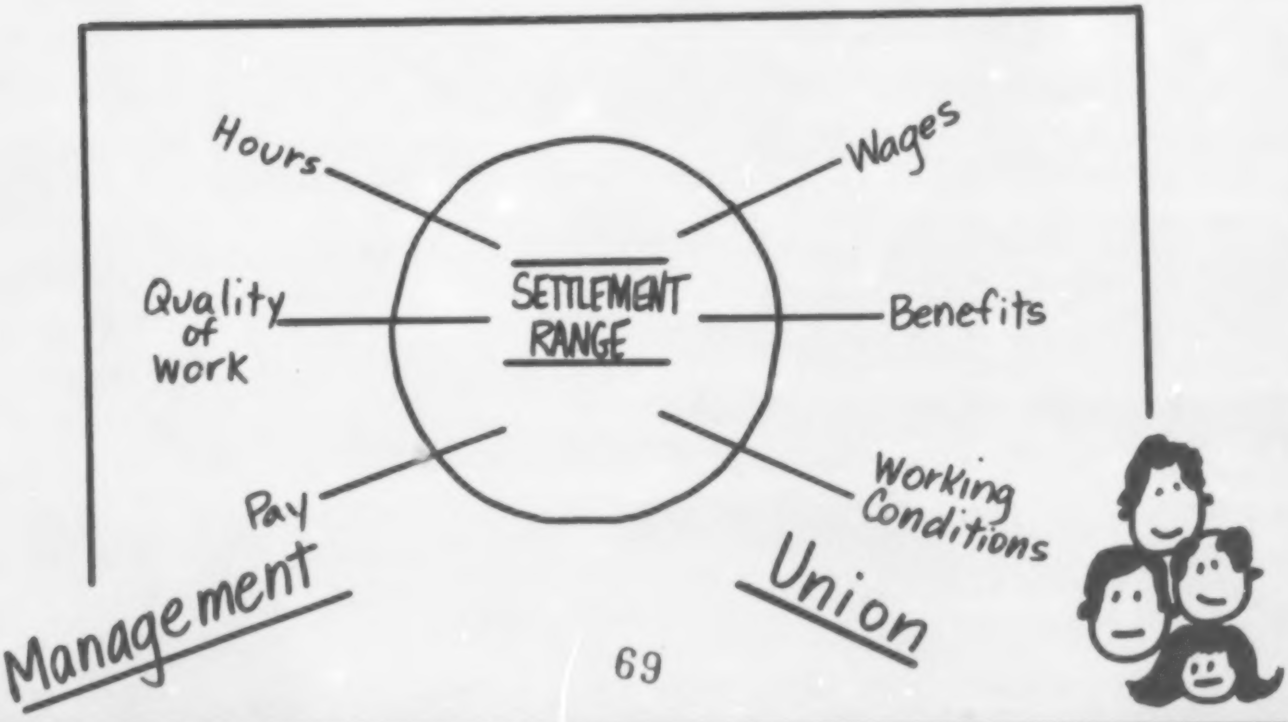
Negotiation is to talk about what each side wants and make an agreement that both sides accept.

Collective Bargaining is when the employer meets with the union and tries to settle what each side wants by negotiation.

adapted from an
article by Joel
Forkosch, New York
Times, April, 1973.

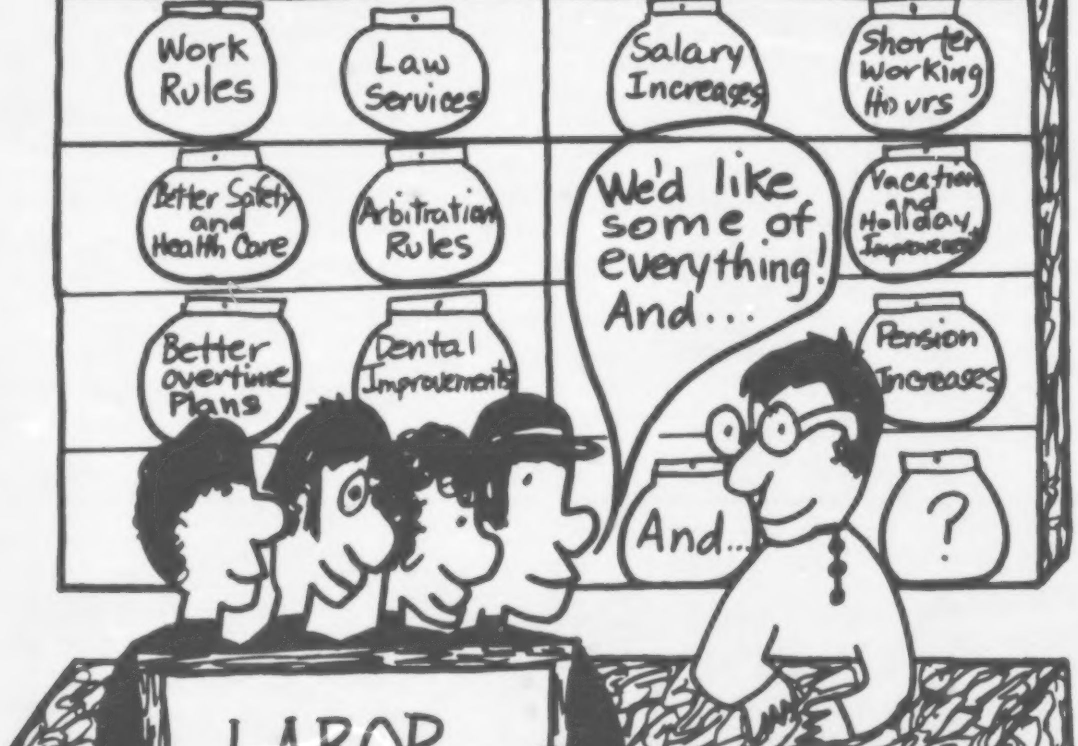
Most people don't really know what collective bargaining is all about. They hear what unions and employers are asking from each other, but they don't hear how it's done. The "how it's done" in collective bargaining is through negotiation. That means the way in which each side says what they want and tries to make an agreement that both sides accept.

Sometimes the union might ask for more than they really want for the employees and the employer might say he will agree to giving less than he really will. A good negotiator will help both the union and the employer reach a point of agreement or a "settlement range." The skill of the negotiator is what really counts as long as both sides are ready to reach an agreement.


Hours
Wages
Quality of work
SETTLEMENT RANGE
Benefits
Pay
Working Conditions
Management
Union

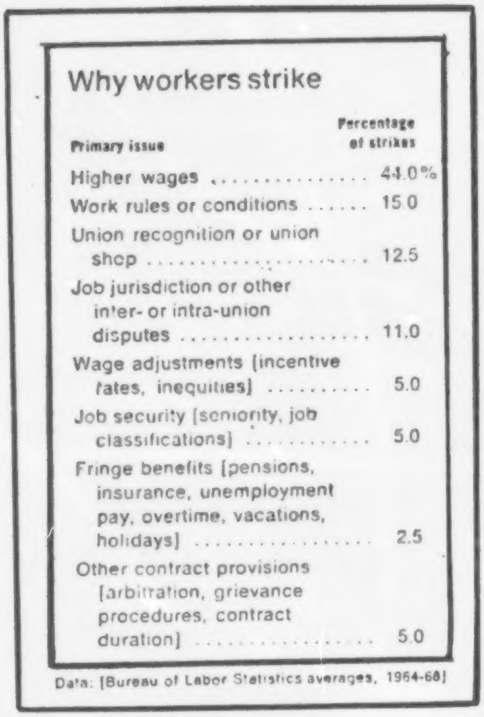
V-4

WHAT DOES LABOR WANT FROM COLLECTIVE BARGAINING?


Work Rules
Law Services
Salary Increases
Shorter Working Hours
Better Safety and Health Care
Arbitration Rules
We'd like some of everything! And...
Vacation and Holiday Improvements
Better overtime Plans
Dental Improvements
Pension Increases
And...
?
LABOR UNITES
Collective Bargaining Store

Did you know that 98% of contract settlements are made without a strike? As a matter of fact, more work days are lost by colds than by strikes!

Then... WHY DO UNIONS STRIKE?



Why workers strike

Primary issue	Percentage of strikes
Higher wages	44.0%
Work rules or conditions	15.0
Union recognition or union shop	12.5
Job jurisdiction or other inter- or intra-union disputes	11.0
Wage adjustments [incentive rates, inequities]	5.0
Job security [seniority, job classifications]	5.0
Fringe benefits [pensions, insurance, unemployment pay, overtime, vacations, holidays]	2.5
Other contract provisions [arbitration, grievance procedures, contract duration]	5.0

Data: [Bureau of Labor Statistics averages, 1964-68]

Action at the Hospitals

November 10, 1973

Outside Lenox Hill hospital on Manhattan's East 76th Street, a small group of striking hospital workers marched in a circle while a fire burning in a nearby trash can gave some warmth in the cold evening. On the hospital steps, uniformed policemen looked on.

"What do you want?" chanted a
female voice from the marching group
"More money" came the group response
"When do you want it?"
"Right now!"

Across the street a well-dressed executive returning home after a days work, looked on. He listened to the chanted demands of the hospital workers.. ....clerks, orderlies, and other non-professional people....and shook his head.

"Thousands of needy patients are being seriously inconvenienced" muttered the executive. "What right do these workers have to strike?"

WORDS YOU NEED AS YOU READ

executive
non-professional
inconvenienced

BRAIN BUSTERS

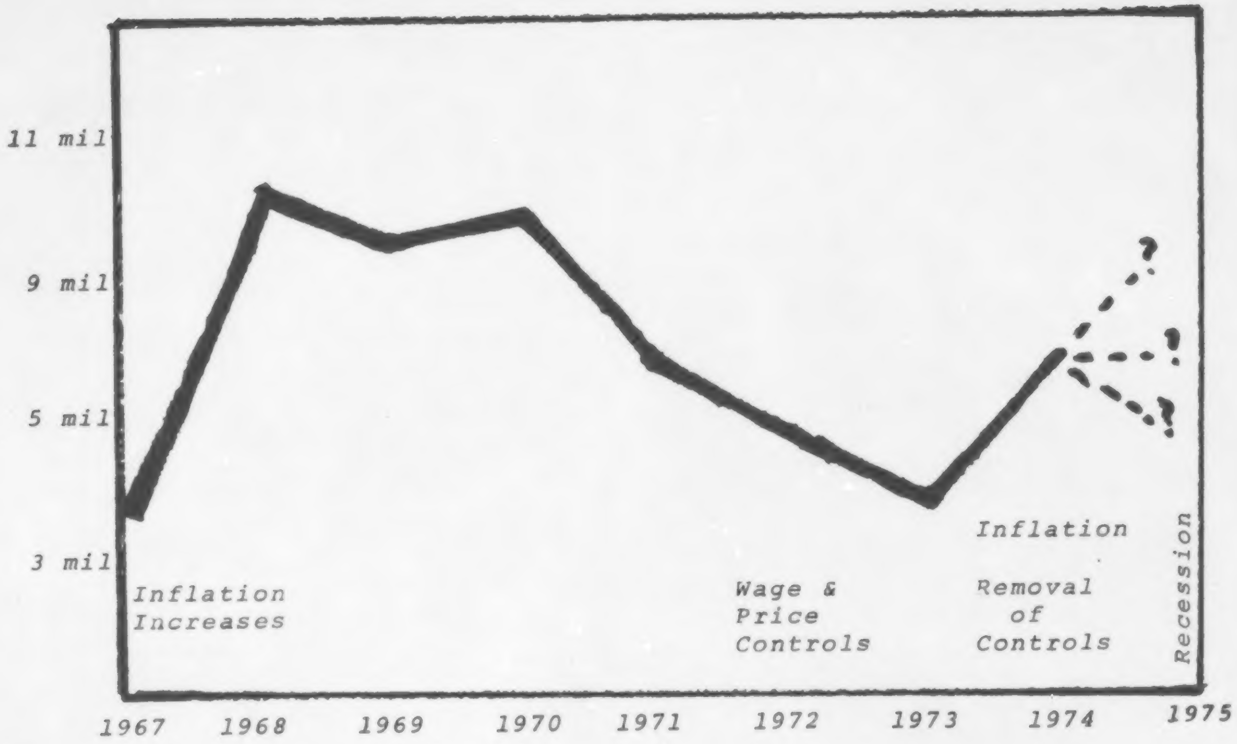
1. In what ways do strikes affect the general public?
2. When you hear of a union going on strike, are you usually sympathetic?
3. Do you feel each strike must be judged on its own terms?
4. At what point does inconvenience to you outweigh your sympathy with the strikers' demands?

THINGS TO DO

1. Look in the newspapers for articles on strikes. Discuss the strike issues with the class.
2. Imagine that all the members of the class work for the Tom Thumb Novelty Toy Company, and that most of the girls (who were hired after the boys) will lose their jobs because business is slow. Ask the class to debate whether to strike or not to strike.

DECLINE IN STRIKE ACTIVITY

MAN-DAYS IDLE IN JANUARY - MARCH, 1967-1974

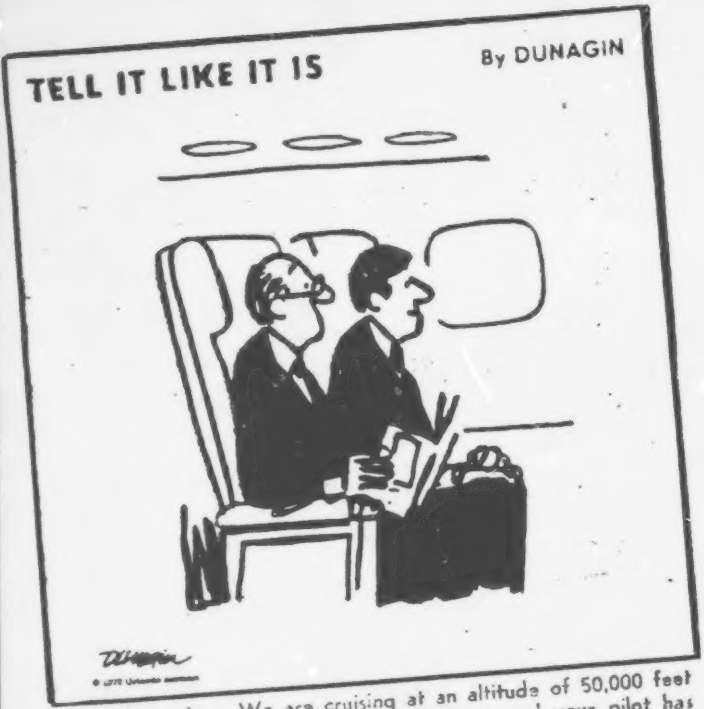


Source: U.S. Department of Labor

QUESTIONS ON GRAPH

1. What is the problem with which this graph deals?
2. Why did strikes increase between 1967 and 1968?
3. Why did strikes increase in 1973-1974?
4. How will the large scale unemployment we suffer today (1975) probably affect the number of strikes and days idle because of strikes?
5. Who gathered the figures used in this graph?

WHAT ARE SOME EFFECTS of STRIKES?



TELL IT LIKE IT IS

By DUNAGIN

"Good evening—We are cruising at an altitude of 50,000 feet at a ground speed of 600 miles per hour, and your pilot has just gone on strike."

I Elevator Builders Agree to Settle 7 Month Strike

adapted from N.Y. Daily News, January. 23, 1973.

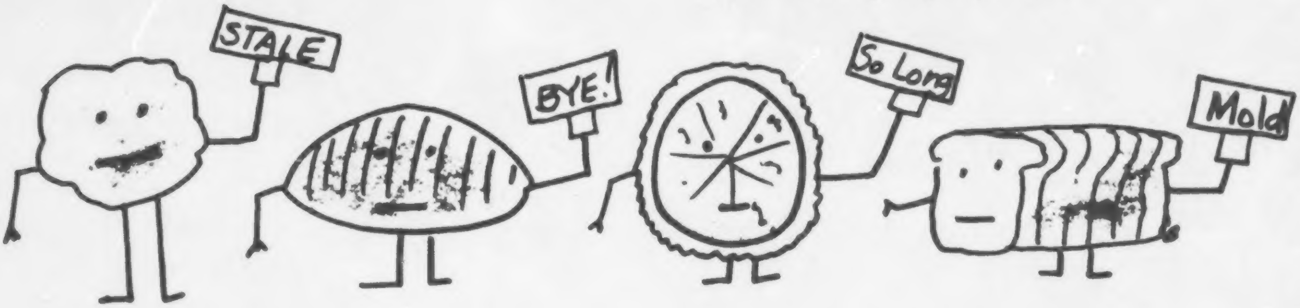
The seven month strike by elevator constructors - which has seriously delayed $2 billion in building projects - ended late yesterday as both sides agreed to a tentative three - year contract.

The walkout which began July 1, was one of the longest and costliest in the city's history, forcing the layoff of over 50,000 hardhats in other trades.

The agreement calls for three raises of 50 cents an hour for each year of the 3 year pact. Resolution of the dispute was held up by controversy over job security and the right of the union to appoint shop stewards.

II Baking Since '88, Pechter to Cool Ovens

adapted from the N.Y. Daily News, November, 18, 1972.



Immobilized by a 17-day strike by its driver-salesmen following a $100,000 deficit in 1971, the Pechter Baking Company announced that it will close its plant in Brooklyn for good.

The bakery, which employed about 250 persons, and has been in operation since 1888, was one of eight bakeries struck Nov. 1 by Local 802 of the Teamsters Union.

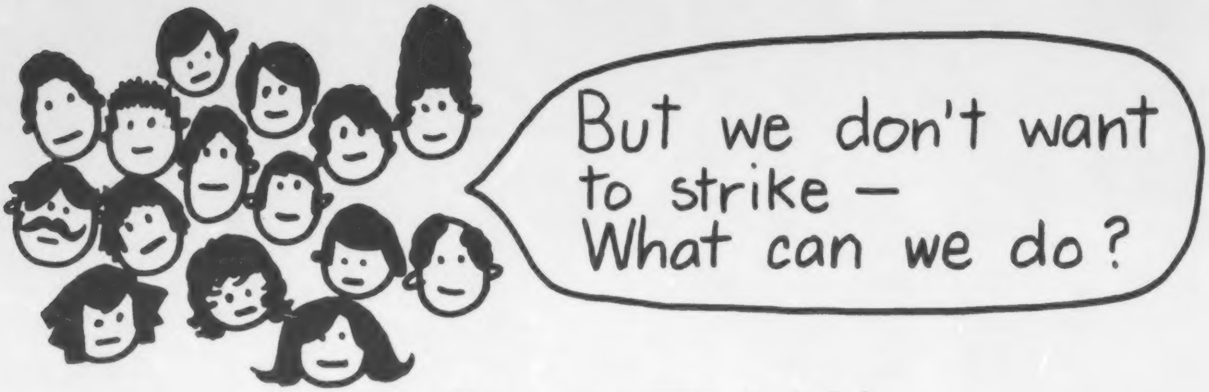
Mr. Pechter said he could not afford to meet the union's pay demands. He also pointed to what he called inflexible union work rules which prevented them from cutting out unprofitable routes.

WORDS YOU NEED AS YOU READ

tentative
hardhats
resolution
controversy
immobilized
deficit
inflexible
unprofitable

BRAIN BUSTERS

1. Do you think the benefits gained in the elevator builders contract was worth the seven month strike?
2. Why do you think it was so important to the union to have the right to appoint shop stewards?
3. Do you think the closing of the Pechter Bakery could have been avoided? How?


But we don't want to strike — What can we do?

PLENTY !!!

BINDING ARBITRATION

Let's see how it works-

adapted from the N.Y. Times, April, 23, 1973.

A quiet but deep and perhaps permanent change is taking place in labor management relations in this country.

The change was brought into view with the announcement of a startling no-strike, no-lockout agreement between labor and management in the steel industry. The two sides agreed to submit any disputes over their next contract to binding arbitration. The no-strike pact was reached one steel executive explained "because we had come to the point where trial by combat no longer made any economic sense for either side." Instead the two sides will seek to negotiate a contract at the bargaining table if they fail to agree, their differences will be submitted to an arbitrator who will make a decision binding on both parties.

THAT SOUNDS GOOD, BUT WHAT'S

THIS BARGAINING WE HEARD ABOUT?

WORDS YOU NEED AS YOU READ

lockout
binding arbitration
combat
negotiate
collective bargaining
negotiator
compromise

BRAIN BUSTERS

1. What did the executive mean by "trial by combat no longer made any economic sense for either side"? How does binding arbitration eliminate such combat?

2. By submitting to binding arbitration what might each side be giving up? What might each be getting?

3. If you were a worker would you forego the option to strike if your contract provided that all disputes would be settled by arbitration? What reservations might you have to such an agreement? What reservations might you have if you were an employer?

THINGS TO DO

1. Invite a union representative to speak to the class about collective bargaining and binding arbitration.

2. Do a role-playing activity. Select an employer, employees and a negotiator. Demands may be made in the areas of salary, pension, health benefits, work conditions and vacations. If a disagreement arises the negotiator should suggest a compromise. If an agreement is reach, negotiation is concluded. If not, at a future time negotiations must be brought to binding arbitration.

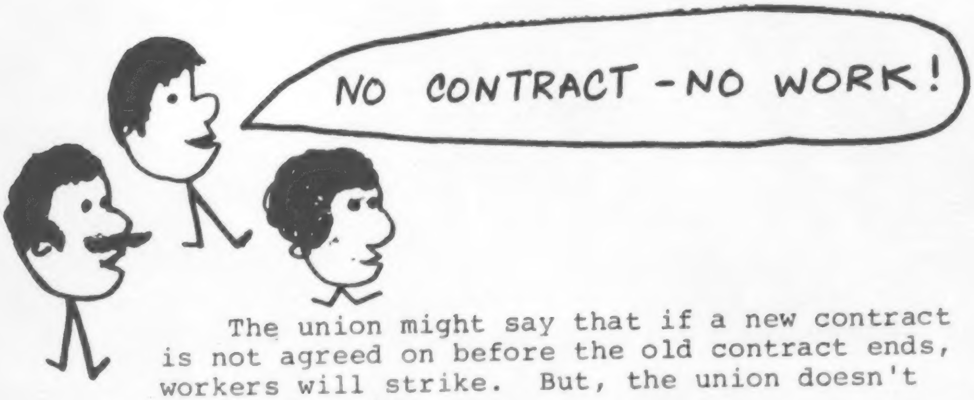
WHAT MAKES A GOOD NEGOTIATOR?

A good negotiator is a person who:

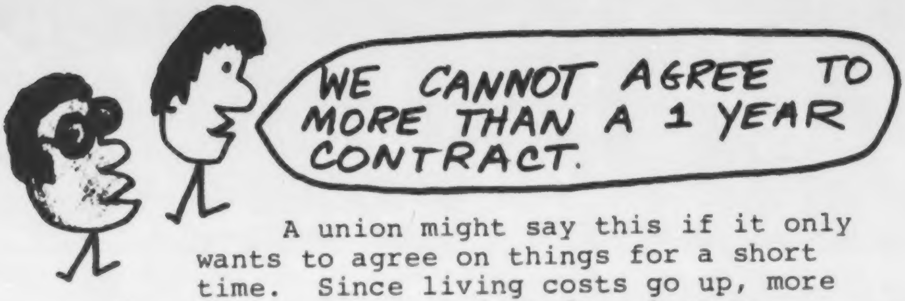
1. Knows the "settlement range" or the ideas that the employer and the union might agree to. This is not what both sides ask for but what they really want.
2. Is able to stay on fairly good terms with the person on the other side, so that both do not feel they are giving up too much.

Poor negotiations and an unskilled negotiator could lead to a strike or the closing down of a company or a slowdown in work.

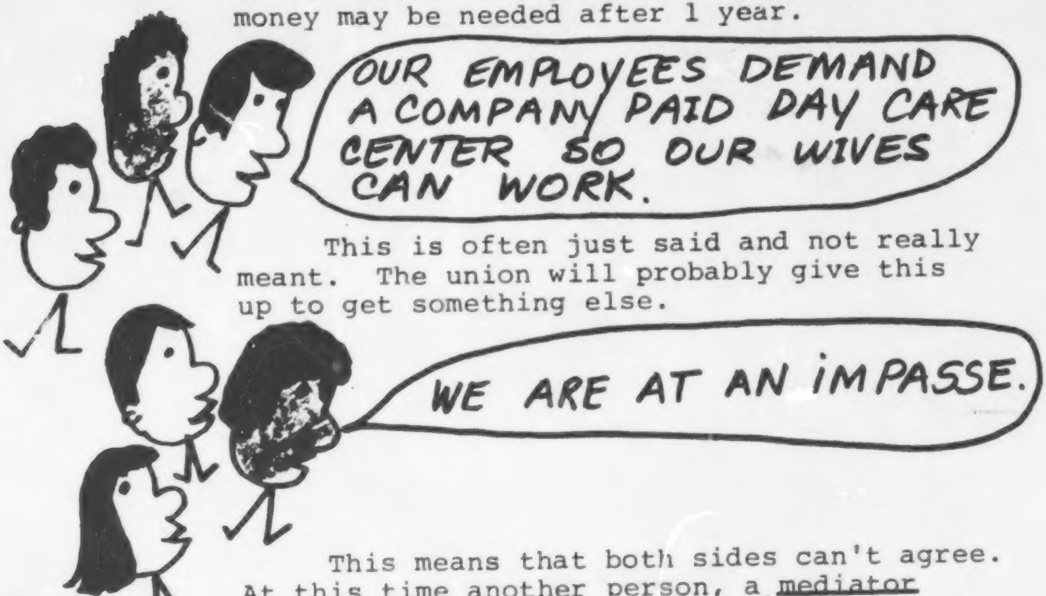
Here are some of the sayings or "language of collective bargaining". You might hear this if you were sitting in when unions and employers were negotiating:


NO CONTRACT - NO WORK!

The union might say that if a new contract is not agreed on before the old contract ends, workers will strike. But, the union doesn't always mean it.

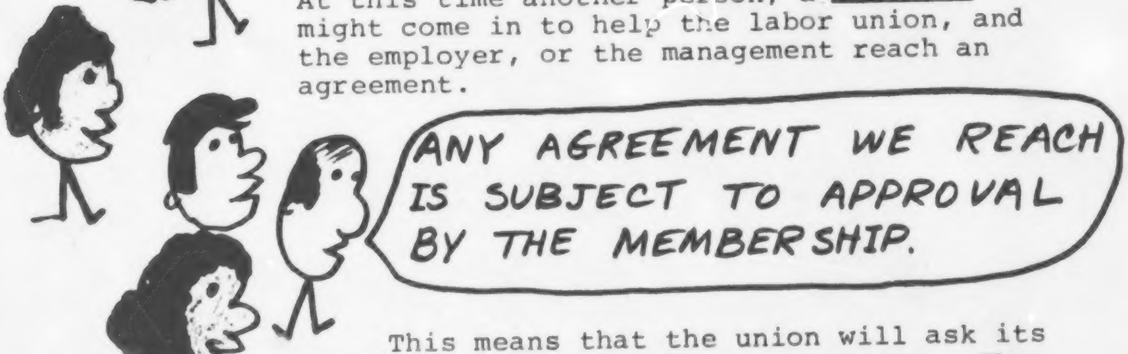

WE CANNOT AGREE TO MORE THAN A 1 YEAR CONTRACT.

A union might say this if it only wants to agree on things for a short time. Since living costs go up, more money may be needed after 1 year.

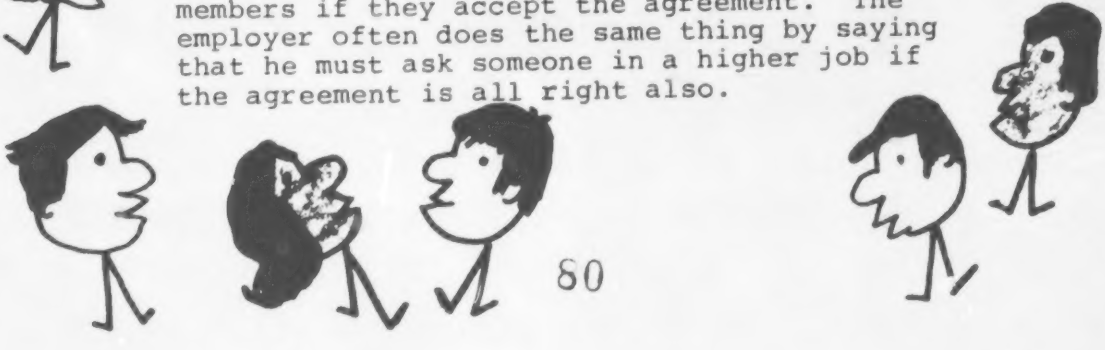

OUR EMPLOYEES DEMAND A COMPANY PAID DAY CARE CENTER SO OUR WIVES CAN WORK.
WE ARE AT AN IMPASSE.

This is often just said and not really meant. The union will probably give this up to get something else.

This means that both sides can't agree. At this time another person, a mediator might come in to help the labor union, and the employer, or the management reach an agreement.


ANY AGREEMENT WE REACH IS SUBJECT TO APPROVAL BY THE MEMBERSHIP.

This means that the union will ask its members if they accept the agreement. The employer often does the same thing by saying that he must ask someone in a higher job if the agreement is all right also.



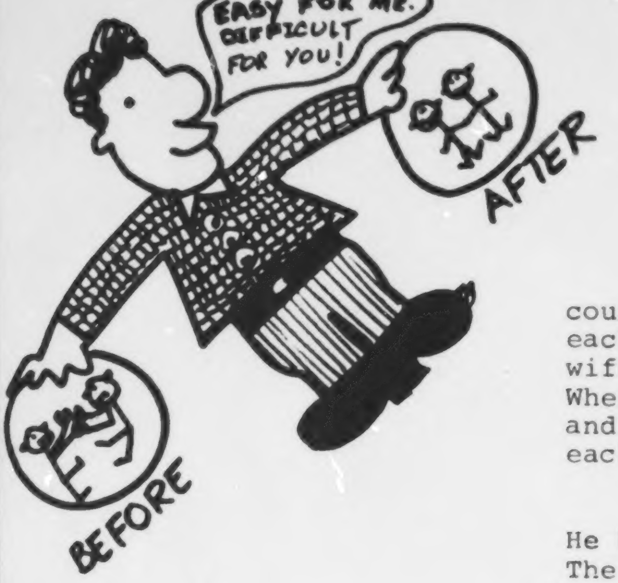
WORDS YOU NEED AS YOU READ

negotiator
skill
unskilled
mediator

EXPLAIN YOURSELF

1. What is the meaning of Collective Bargaining?
2. What is the meaning of negotiation?
3. What do you need to be a good negotiator
4. What could happen if negotiations do not work out?

THE PEACEMAKER- HOW DOES HE DO IT?


EASY FOR ME. DIFFICULT FOR YOU!
AFTER
BEFORE

How do you make peace between two countries that have been shooting at each other? Between a husband and wife after they've had a serious quarrel? When classmates quarrel? Between a union and the boss when they're not talking to each other? You mediate.

A mediator is a person in the middle. He has to listen fairly to both sides. The most important quality of a mediator is that he's trusted.

Henry Kissinger, U.S. secretary of state, became famous as a mediator between Israel and her Arab neighbors. The two sides would not talk to each other after many shooting wars. In a way it was good to keep them apart, because face to face, they might have only quarreled more. So they talked to each other through Henry Kissinger. He carried messages back and forth. They were able to take steps back because he asked them to, not because the other fellow was standing on their toes.

A labor-management argument is not as serious as a war but it can be settled the same way. The mediator gets the two parties into separate hotel rooms if they are too hot and bothered to talk face to face. He goes back and forth from room to another to try to find out what both sides really want. Then he will suggest an answer to the problem which both sides find that they can accept. A good mediator has to have a sixth sense; is what they say they want what they really want?

QUESTIONS

1. Why is it better sometimes for two sides to separate instead of being in the same room?

2. A mediator has been called a person who keeps his cool and gets other people to keep theirs. Why has he been described that way? Can you give an example from your life?

3. If a mediator came right out and suggested a solution to a problem, before he did a lot of listening, he would fail. Why do you think this is so?

VI

ARE PUBLIC WORKERS DIFFERENT?

VI-1

?

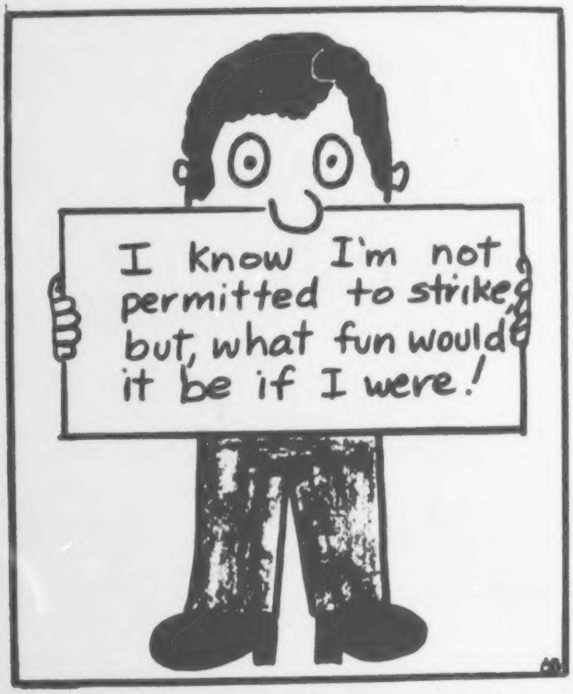
Should Public Employee Unions be permitted to strike?

Should their leaders be jailed if the unions do strike?

Should the Taylor Law barring such strikes be repealed?

WHEN PUBLIC EMPLOYES and the LAW, JUST DON'T WORK

adapted from an article by Michael Patterson, N.Y. News, October, 28, 1973.


I know I'm not permitted to strike, but, what fun would it be if I were!

THE TAYLOR LAW

New York State's attempt to prevent strikes by public employees is six years old and according to many critics, it has proved to be a law that just won't work.

Thought of during the crippling subway strike of 1966, the law, officially titled the Public Employees' Fair Employment Act, was born September 1, 1967. Eleven days later, New York City teachers began a long bitter strike. The Taylor Law had failed to prevent the first strike, and it would not be the last such failure.

While teachers' Union head Albert Shanker soon felt the full effects of the Taylor Law (he was jailed, the union was fined $100,000), these penalties no way kept John J. DeLury from leading his city sanitation workers to the picket line a year later.

Since then the Taylor Law has had little impact on city labor relations. This inability to prevent strikes has prompted many labor observers to question the sense of barring strikes by public employees at all. Instead, the critics say, why not give all public employees, with the exception of police and firemen, the right to strike.

WORDS YOU NEED AS YOU READ

impact
barring
repealed
picket line

PUBLIC UNIONS INCREASE

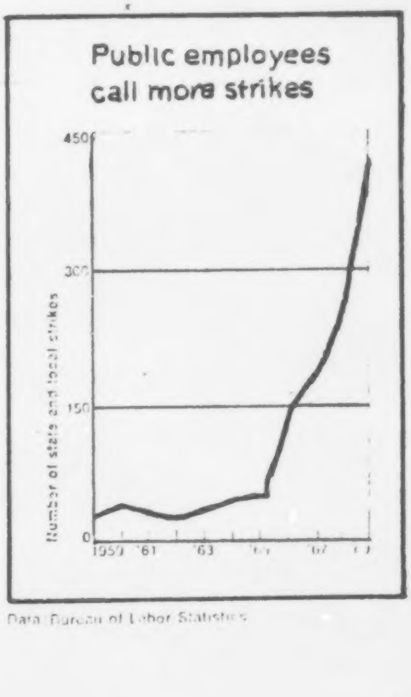
Why are so many public employees joining unions?

The fastest growing part of the labor movement is in public employee unions. Their membership has more than doubled, from about one million in 1960 to almost 2.5 million today. For example, the State, County and Municipal Employees Union has over 525,000 members, and the American Federation of Teachers over 250,000.

At one time, most public employees were much better off than the average wage earner in private industry. They had a full year's pay, plus paid vacations, holidays and pensions when these benefits were rare.

The wage scales and benefits in private industry caught up or passed the level in public jobs. Many unions were able to get new and more generous benefit programs for their members.

In recent years, public employees turned to unions and strikes to match benefits existing in private industry.



Data: Bureau of Labor Statistics

Questions:

1. How many different types of public workers can you name who are involved with young people?
2. Why have these public workers felt a need for a union of their own?

THE ERA OF THE PUBLIC EMPLOYEE

ARE MORE PEOPLE WORKING FOR GOVERNMENT?

Employment in New York City government agencies:
(not counting temporary employees)

1940-41	1949-50	1959-60	1969-70	1974-75
156,000	197,000	230,000	332,000	338,000

(Figures from 1949 on include transit employees who work on subway and bus lines.)

What explains the rapid increase up until 1975? Why will it go down in 1975-76?

Government is trying to do more in public service, education health, welfare and recreation.

Many of these added jobs relate to youth needs, including education. (Example: In 1940 there were 43,000 people in the school system; in 1970 there were 76,000.)

There are many more young people, ages 14-24 than there were 25 years ago; and young persons are spending more years at school than they used to.

In the 1920's four out of five people left school after the sixth grade.

In the 1960's four out of five go through high school and many of these go on to college.

What will happen in the future? Will government jobs go up? Or, will the drop in the birth-rate and the numbers of young people mean less jobs in government?

VII

ARE ATHLETES DIFFERENT?

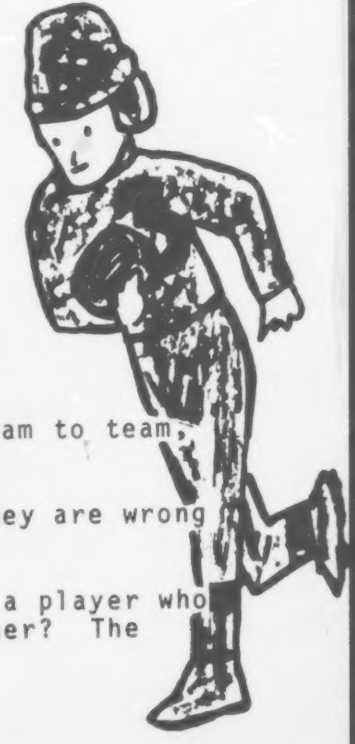
SHOULD THEY BE FREE?

Some of the country's best-known football players were on the picket lines during the July 1974 training season. The National Football League Player's Association had called a strike against the owners. Winston Hill of the New York Jets carried a sign saying "Freedom is not an issue but a right." Charlie Evan's sign said "End the Commissioner's Dictatorship.

Many fans and sports writers have criticized the players' group for striking, saying that they are very well paid and should have no complaints. The players' main complaints are that once they are drafted from a college team, they can only negotiate a contract with the team that "owns" them. They feel that football players should have the same rights as other Americans to get the best deal they can from any employer in the business.

Another complaint of the players is that the commissioner can fine or punish them, and coaches too, if they stay up too late or violate other rules. They argue that they are being treated like children instead of adults.

The owners charge that if the association has its way, then the richest teams will get all the good players and win the championships all the time. People will stop coming to games.



WORDS YOU NEED AS YOU READ

picket
commissioner
drafted
negotiate

BRAIN BUSTERS

1. Should football players have the right to go from team to team, if they can get a better deal elsewhere?

2. If football players are well paid, does that mean they are wrong to strike? Explain your answer.

3. Who should have the right to decide what happens to a player who breaks the rules? The commissioner? The team's owner? The coach? The other players of the team?

ATHLETES WON'T STRIKE?

Two groups of people sat around a large conference table in Honolulu in November 1972. On one side sat the workers, such as Tom Seaver of the New York Mets, Joe Torre of the St. Louis Cardinals, and Mike Marshall of the Montreal Expos. In the middle of this group sat Marvin Miller, Executive Director of the Major League Baseball Player's Association.

On the other side of the conference table sat the management, the presidents of the American and National Leagues and the labor relations expert, John J. Gaherin.

There was much to talk about at this meeting. Some of the discussion was about new salaries, pension plans, longer contracts of work, and the setting up of rules for arbitration if a player and his team didn't agree.

No one knew for sure what would happen -- the players were going to strike if many of their demands were not agreed on by the management.

adapted from an article in the New York Times, December, 1972.

well fella's, maybe we do need a little vacation?!

WORDS YOU NEED AS YOU READ

conference
relations
expert
discussion
pension
demands

BRAIN BUSTERS

1. Do you think the athletes really wanted to go out on strike? Why?
2. What happens to workers when they strike?
3. What happens to management when workers strike?
4. What happens to the public when there's a strike?
5. Why can't management always give workers everything they want?

ONE STRIKE MEANT OUT!!

After 13 days of bitter arguing, the first strike in baseball history came to an end with the owners and players finally seeing eye to eye.

Owners were forced to make a settlement because of the fear that if the strike went on any longer, some clubs would be out of business.

The two big demands of the players had been their desire to become free agents after seven years in the big leagues and the submission of all salary stalemates to binding arbitration.

Other benefits that were granted to the baseball players were a $500,000 addition to the players' pension fund and the "Aker plan" --pay for games made upon off-days and no pay for games made up as doubleheaders.

Yankee President, Michael Burke, had this to say. "The most distressing thing about all this is the fans' growing animosity toward the players. I don't want Yankee fans coming here to boo Yankee players."

adapted from an
article by Maury Allen,
New York Post, April 13,'72.

WORDS YOU NEED AS YOU READ

- submission
- stalemate
- binding
- arbitration
- distressing
- animosity

BRAIN BUSTERS

1. Why were the owners forced to settle?
2. Why do you think players want to be free agents?
3. What are the advantages to binding arbitration?
4. Why did Mr. Burke feel the Yankees would be booed?
5. Do you think the baseball players should have gone out on strike?

EVEN LOSERS CAN BECOME WINNERS IN BASEBALL'S NEW ARBITRATION PROCEDURE!

For perhaps the first time since the players and their owners agreed that four balls were a walk, the two sides generally agree on something else -- Salary arbitration is a worthwhile procedure for the game.

Twenty-nine players chose to have their salary disputes handled by professional arbitrators in the first year of the revolutionary procedure. In 16 cases, the arbitrators found in the club's favor; the player's salary figures were selected in the other 13. Not everyone has hearings, but as Marvin Miller, Executive Director of the players association said, "The important thing here is what did it replace." It replaced the system where the club said, "This is our figure, you take it or you don't play baseball."

Players who didn't go to arbitration won too. With the threat of arbitration hovering over the heads of the clubs, they often offered more money than they otherwise might have.

adapted from an article
by Murray Chass, N.Y. Times,
3/3/74

WORDS YOU NEED AS YOU READ

disputes
professional arbitrators
revolutionary
hovering

BRAIN BUSTERS

1. Why were players who lost their salary disputes still considered to be winners?

2. Why was the procedure of binding arbitration considered revoluntary?

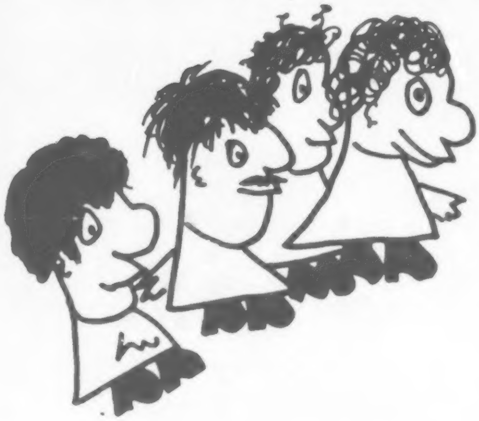
3. What do you think players and owners learned from the hearings?

VIII

UNIONS AND ISSUES

VIII-1

HOW UNIONS CAN HELP PEOPLE!

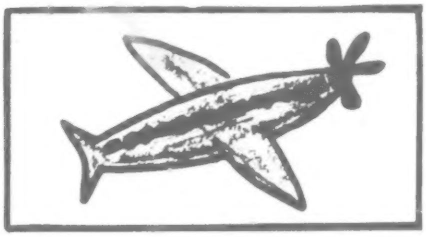


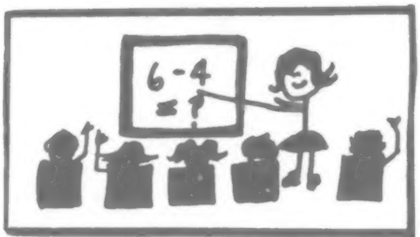
Most of the time when the public thinks about unions they usually think of strikes, wages and benefits. Some of this is due to the coverage unions receive in newspapers and magazines and on television and radio.

Unions, however, do a lot more for people than most people realize. The reason the public is unaware of other union activities is because these activities usually don't make headlines.

Below are pictures of some union activities which help people. Write a caption or title for each picture.

Why do you think unions are involved in these activities?





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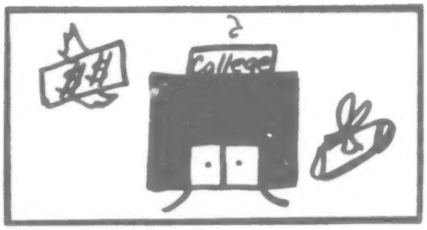
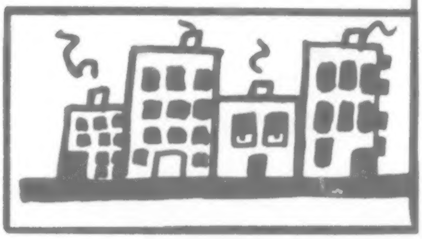




"SENIOR CITIZENS UNITE"

"You have nothing to lose but- your doctor bills!"

LOST
FOUND
$
BILL
$

For many years, one of the worst problems old, retired people faced was how to pay hospital and doctor bills. As far back as 1948, some Congressmen thought that the government should help older people with some type of national health insurance.

American Labor unions were concerned. Many of their retired members were complaining that hospital and doctor bills left them without money to pay for rent, food and clothing. The AFL-CIO realized that someone had to organize the old people of America into a lobby.

The result was that Senior Citizens' Councils were set up in many cities and states. Finally, Congress passed a law called MEDICARE, which provides some protection for old people against the cost of medical care.

TO DO:

If you have a retired neighbor or older relative ask them to tell you how their MEDICARE protection helps them.

TO THINK ABOUT:

Do you think labor unions should have taken part in this fight? Explain your answer.

DID YOU PASS YOUR COPE REPORT CARD?

Under U.S. election laws, it is illegal for unions or corporations to give funds to elect candidates for Congress. However, individual union members can contribute just as any other citizen. And, of course, unions can express their opinions about a candidate for office.

Many years ago, labor unions in the AFL-CIO set up political education committees. Today, the AFL-CIO Committee on Political Education, or COPE, tries to keep union members informed about the work of their Senators and Representatives. COPE gives these Congressmen a "report card". It is based on how they voted on bills that affect unions and their members. Members are urged to support congressmen who get a "passing" mark, and to use their votes against lawmakers who "flunked" their labor examination.

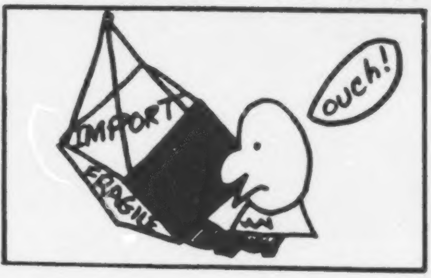
If there are a great many union members in a Congressman's district, the COPE "report card" can have a lot to do with whether or not he is "promoted" to another term, or dropped from the team.

QUESTIONS:

1. Why have unions supported political education programs?
2. How do the actions of COPE explain the political power of unions?
3. Should a union member follow the suggestions of COPE when he or she votes?

WHERE DO UNIONS STAND ON... FOREIGN TRADE?

A decade ago, The AFL-CIO and George Meany endorsed tariff reductions and expanded world trade. Mr. Meany stated that we have the skill to compete with anyone. Now times have changed. Imports have flooded our markets and hurt American trade from electronics to shoes. It has caused union rolls to shrink and a loss of many jobs. Now the labor unions are looking for protection from foreign goods and trade.



New York Times 3/73

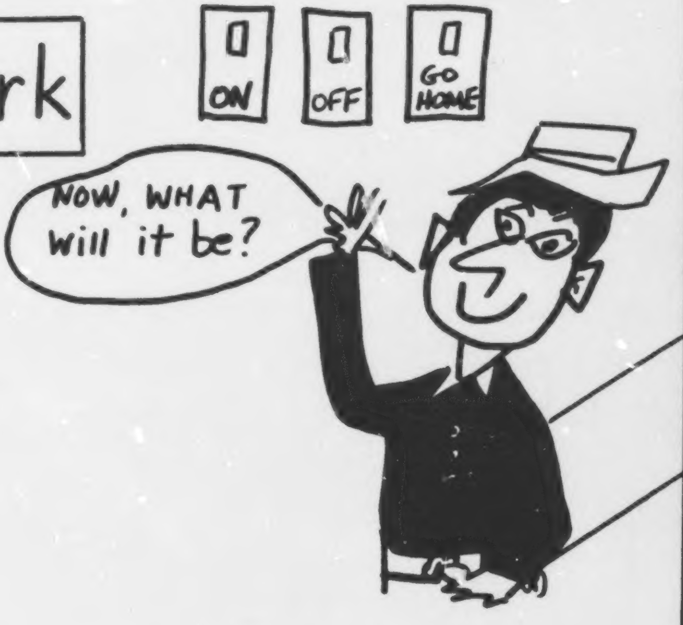
WORD LIST

imports
tariff
fringe benefits
inflation
Federal Reserve Bank
Europe Asia U.S.

LET'S SEE IF YOU UNDERSTAND

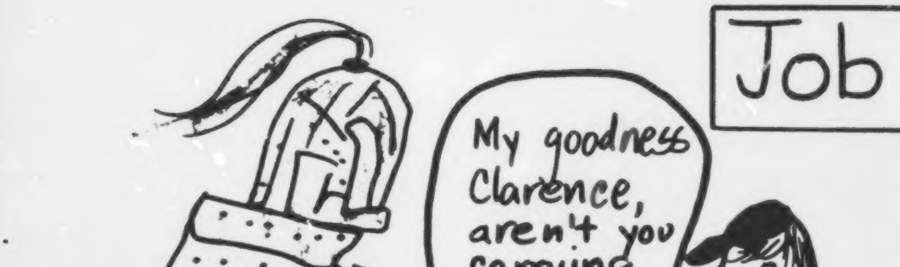
1. What did Mr. Meany say about foreign trade?
2. What have foreign imports done to some unions?
3. What foreign imports can you find in your home? In the stores?
4. In what ways can these imports hurt some workers and help others?
5. Has your survey helped explain why labor changed its mind on foreign trade?

Quality of Work

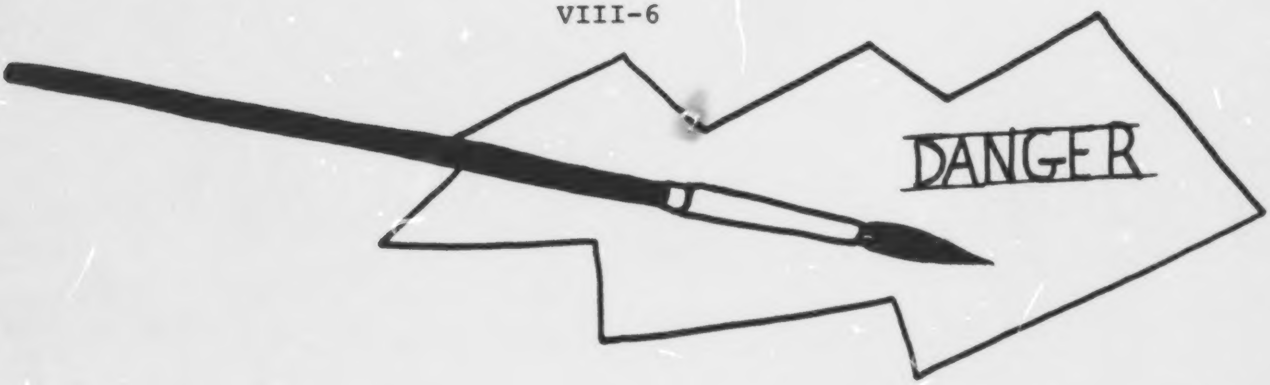

ON
OFF
GO HOME
NOW, WHAT will it be?

Unions are demanding that jobs become more interesting, more varied, with more chances to make decisions

Job Safety


My goodness Clarence, aren't you carrying job safety alittle too far?
BROKEN
BROKEN

Too many workers are hurt on the job. Good laws have been passed. Now unions are pressing for employers to enforce them.



"All I DID WAS WET MY TONGUE"

When radium was first discovered, people were very excited by the idea that it could make things glow in the dark. Then a watch manufacturer had the idea that the dials of pocket watches could be seen in the dark if the numbers were put on with a radium paint.

Young girls just out of school were hired for the job of painting the numbers. They had to use a very fine brush for the work. One problem that kept coming up was that the tips of the brushes would not keep their point. But the girls quickly solved that. They would wet the brush tip in their mouths before they started painting. Then some of the girls discovered that if they painted their teeth or lips they would glow in the dark. It was great fun.

A few years later, doctors kept coming across cases of women who were developing cancer of the mouth. Somebody discovered that these women, years before, had worked in watch factories painting the numbers with radium.

Now doctors and public health workers have discovered that many products used on the job can cause serious diseases. One of these is asbestos, which is used to cover hot steam pipes and is mixed with plaster to fire-proof buildings. For many years now, the Asbestos Workers Union has been fighting in Washington to get strict controls in asbestos factories. Many asbestos workers have been dying of lung cancer. Some of the owners of these factories have been arguing that the standards demanded by the union are too strict and would make it too expensive for them to continue their business.

A similar type of situation has come up in factories which make vinyl, a popular plastic material. The Chemical Workers Union has been demanding better ventilation and cleaner conditions in the factories. It seems that workers who breathe too much of the fumes may get cancer of the liver, which is usually fatal.

The example of the young girls who died because they wet the brushes with their tongues is in the minds of doctors, unions and plant managers when they plan for safety on the job.

WORDS YOU NEED AS YOU READ

radium
asbestos
standards
vinyl
conditions
fumes

QUESTIONS & THINGS TO DO

What do you think each of the following should do about safety on the job:

worker
union
company
law-maker
safety inspector

Role-play for either Radium, or Asbestos, or Vinyl, or some other condition that you think is unsafe.

Why is safety high on the list for action for unions?

Write to:
AFL-CIO Pamphlet Division
815 Sixteenth Street, N.W.
Washington, D.C.

Visit a store, a restaurant, a factory, and ask to see their health code or safety laws. What has been done to make safe working conditions?

IS CHILD LABOR A PROBLEM TODAY?

There aren't many jobs for young children in cities, other than running errands or helping out mom and pop in the store. But there are many children still working on farms.

Our education laws generally prevent children under 16 years of age from working during school hours. However, many children of migrant farm workers do not go to school. Instead, they may be out in the fields with their parents picking lettuce, peas, strawberries or other crops. Since the migrant workers travel from place to place, following harvests that begin in the South in February, it is hard for their children to get an education.

In 1971, the Department of Labor reported that almost one out of every three farm workers were children under 16 years old. A great many of these children worked on their parent's farms. Without their help, the family could hardly keep the farm going. But other children were hired as traveling labor. Here is where most of the abuses come from.

Some people argue that work in the fields is good for children since they get fresh air, exercise and earn money. Others argue that most field work is too heavy for very young children. They point out that the children are often exploited by being paid very poorly, sometimes as little as 25 cents an hour. Another problem is the danger of farm work. There are many accidents involving machinery. The worst hazard though, usually involves poisonous sprays used on crops. If children enter a field too soon after it has been sprayed, they can become very sick.

WORDS YOU NEED AS YOU READ

migrant
abuses
exploited
hazard

QUESTIONS:

1. Why are the children of migrant workers the least educated in America?
2. Should a farm family be allowed to make its own children work long hours in the fields?
3. Would you like to work on a farm? **WHY?**

IX

WHO ARE THE UNION PEOPLE?

What do they do down at the union office anyway?

WANT TO DANCE?
UNION OFFICE

Union headquarters can be a very busy place indeed. Here's what might be happening in some of the offices.

1. Running classes, Many unions offer members a chance to get informed or get additional skills that are useful on their jobs.

2. Handling benefits. Workers get sick, need new eyeglasses, have babies, go to the dentist, take vacations, retire, get a health check-up. The union office may have a welfare and retirement section to take care of these benefits.

3. Organizing. Unions know that the more they grow, the more they can do for their members. The organizing department is always looking for ways to get new companies and groups of workers under contract.

4. Publications. Members want to know what's happening. Usually the union will put out a newspaper to keep them informed.

5. Grievances. How do you make the contract work? There are always complaints and arguments about the contract rules. The union keeps several representatives busy taking care of these problems.

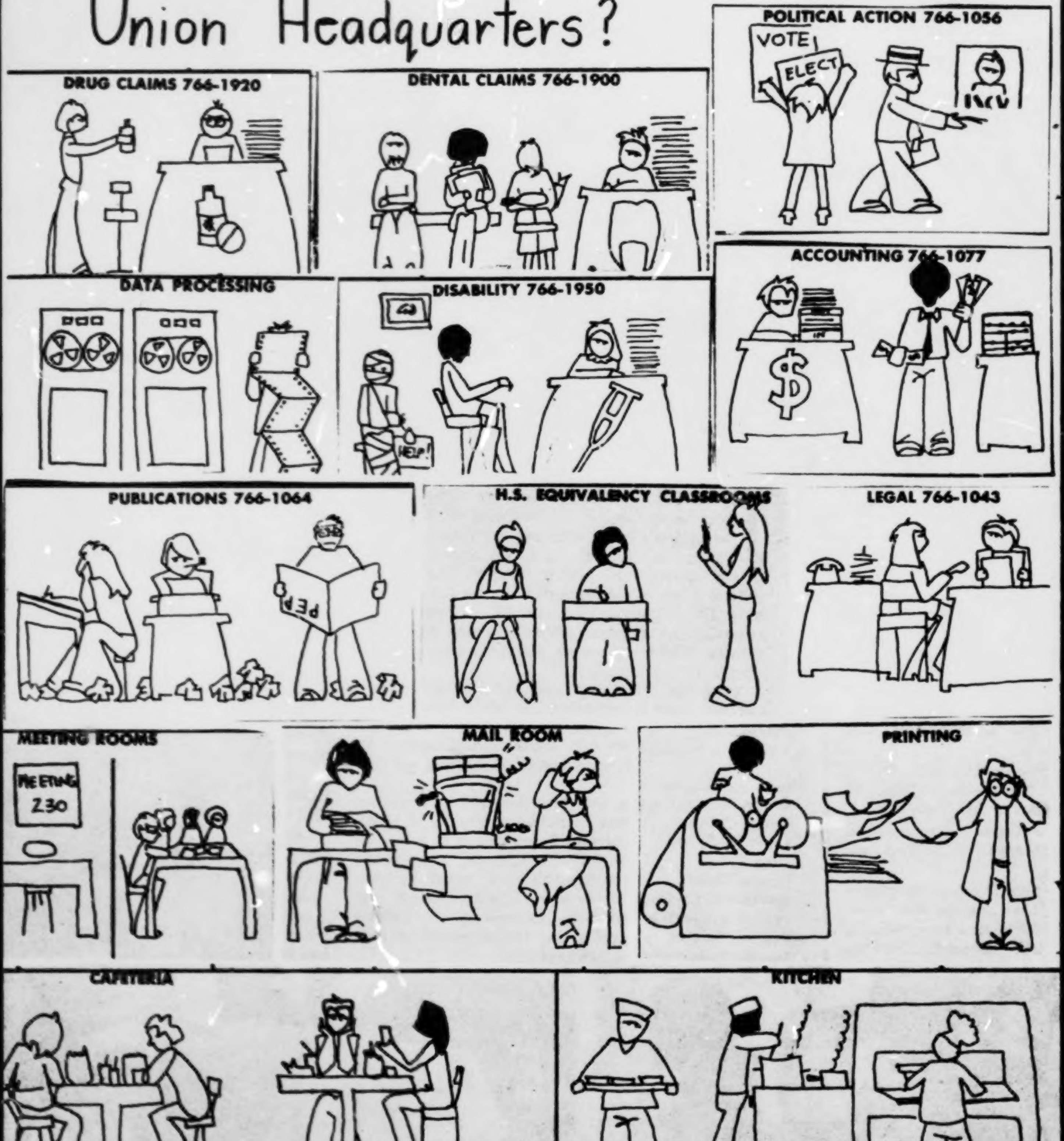
6. Finances. People who work for unions get paid like everyone else. Then there is the rent, telephone, printing cost, travel, stationary, office machines. The finance department takes care of the money coming in (dues) and supervises the union's spending.

7. Meetings. Shop stewards and members as well as union officials, are constantly getting together. There have to be some meeting rooms available.

8. Mailroon. Who takes care of the letters and papers going out and the incoming mail? A mailroon can be a very busy place, particularly if several thousand newspapers have to go out in one day.

9. Cafeteria. A large headquarters will provide a place for workers and staff to get their lunch. It usually saves them money too.

What's Happening at Union Headquarters?


POLITICAL ACTION 766-1056
VOTE
ELECT
INCV
DRUG CLAIMS 766-1920
DENTAL CLAIMS 766-1900
ACCOUNTING 766-1077
$
DATA PROCESSING
DISABILITY 766-1950
HELP!
PUBLICATIONS 766-1064
PEP
H.S. EQUIVALENCY CLASSROOMS
LEGAL 766-1043
MEETING ROOMS
MEETING 230
MAIL ROOM
PRINTING
CAFETERIA
KITCHEN

cartoons by jean d. baldorsen

Organizing the Unorganized

Nation 9/4/72

What, me join a union?

UNIONS - Does Everyone Want To Join?

The assumption that every worker gains strength in a union is elementary to people who lived through the depression of the 1930's and the great union surge which followed. Union organizers are finding it hard to get workers today. Many hold organized labor in low esteem. They have heard so much -- (true and untrue) about racketeering, contract failure and poor service that it makes it difficult for them to see unions as the answer for workers. They don't feel unions are doing the most for their members. An organizer can no longer say "sign a card and we'll deliver". Labor is experiencing its own credibility gaps.

WORDS YOU NEED AS YOU READ

elementary
depression
esteem
racketeering
credibility

QUESTION BOX

1. Why do some workers hold unions in low esteem?
2. How can unions change their image ?
3. Is a member of your family a union member or non-member? What is his or her point of view?

Organizing the Unorganized

WHAT'S IT LIKE TO BE A LABOR ORGANIZER?

O.K. folks, let's get in order!
2
4
1
5
3

Organizing has always been one of the hardest jobs in the labor movement. The organizer must work constantly under pressure. Organizers must work long hours for very modest salaries. Sometimes they must arrive at plant gates at 6 A.M. and still be able to hold night meetings.

They have to write labor leaflets and mimeograph them; know the labor laws and practices of the N.L.R.B. and the various states. They must be orators and fighters when facing bosses.

Organizers have moved from plants to classrooms, offices, hospitals, police, fire and sanitation departments.

There are many people who are out organizing everyone from hospital workers to maintenance men or as one labor leader says, "anything that moves". A lot of workers, however, are organizing themselves.

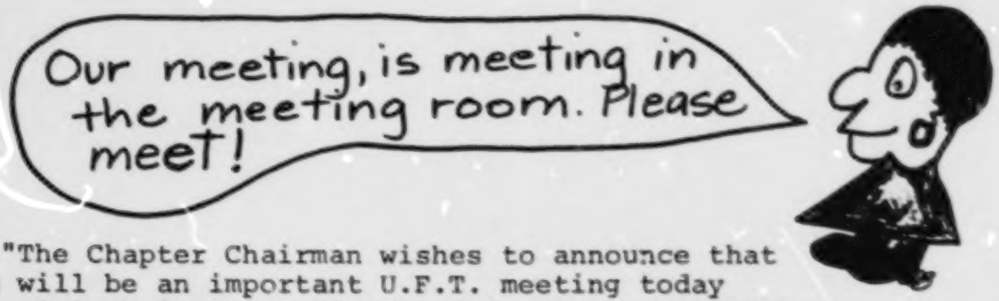
WORDS YOU NEED AS YOU READ

modest
N.L.R.B. - National Labor Relations Board
orator

QUESTIONS

1. Why is being a labor organizer tough work?
2. How would you convince a group of workers to join a union?
3. What kinds of qualities does a person need to be an organizer?

CHAPTER and VERSE


Our meeting, is meeting in the meeting room. Please meet!

"The Chapter Chairman wishes to announce that there will be an important U.F.T. meeting today at 12 o'clock in the auditorium" is an announcement you hear several times a year but never really think about. The person who is teaching you is thinking of it because he or she is a member of the U.F.T. Chapter in your school.

Well you might begin to think about it. Who is called the Chapter Chairman? Why is a meeting being called?

A Chapter Chairman is the elected representative of the U.F.T. Chapter in the school. In order to be a Chapter Chairman you must be a dues-paying member of the U.F.T. and win a majority of votes in the election held in May or June.

The Chapter Chairman is very much like a shop steward in a factory of plant. This is the person who represents the teachers and enforces the contract or agreement between the teachers and the Board of Education.

The teachers' contract covers everything from wages and working conditions to school safety and grievances. A grievance is a complaint by a teacher that something in the contract has been violated. A grievance is usually filed with the Principal by the Chapter Chairman on behalf of the teacher. If the grievance is not resolved with the Principal it can be taken to the next step, the District Superintendent. If it is not resolved there, it can be taken to the next step which is the Chancellor, who runs the system.

This is only one of many duties of a Chapter Chairman. The main job is to see that the contract is followed. In addition Chapter Chairmen sit on many educational committees such as Reading, Math and Bilingual Programs. They also attend monthly meetings with the Principal and District Superintendent "to consult on matters of school policy and on questions involving the contract".

Chapter Chairmen are not only concerned with teachers but students. We still haven't answered why a meeting is called. Meetings are called to inform the staff about consultations with the Principal and Superentendent or information received from the U.F.T office. They also are called if there are any problems such as excessing, overcrowding, or school safety. These meetings are also used by the Chapter Chairman to give advice to the staff.

After reading this, you're probably wondering where the Chapter Chairmen get time to do all these things. Do they cut classes? The answer is no. The contract allows time for investigating grievances and for other activities relating to the contract.

Now the next time you hear an announcement for a U.F.T. meeting you'll wonder what's going on.

WORDS YOU NEED AS YOU READ

shop steward
contract
grievance
chancellor
bilingual
excessing

THINGS TO DO

1. Interview the Chapter Chairman in your school about his duties.
2. Interview a member of the local school board to learn what he or she thinks should be the role of the U.F.T. in the making and the carrying out of school policies.
3. Write for information about the U.F.T.:

UNITED FEDERATION OF TEACHERS
260 Park Avenue South
New York, New York 10010

BRAIN BUSTERS

1. Do you think the teachers need a union? Explain your answer.
2. Why are there Chapter Chairmen in every school?

MEET MISS TURNER
Local 1199 Vice President

Back in the 1950's, Doris Turner, a black woman, was a low-paid diet clerk at Lenox Hill Hospital. She was not trained as a union organizer. Today, she runs a staff of 35, meets with the governor and other important people, and manages 30,000 workers in her section of the union.

How did Doris get started in Local 1199?

"I went to work to buy materials for my sewing," she said. "My husband was a policeman, but we had two little girls and we needed the money. I just couldn't believe what I saw. A man who worked there for 30 years had diabetes and had to have his legs cut off. They let him go two weeks without pay. Then a woman who had been working five years was hit by an orderly pushing a heavy wagon. They fired her, just like that. I just had to organize the girls working with me; it became a 'must'.

"First, it was little things. The men got free meals and the women didn't. I got most of the people on my shift to walk out, and we got the meals.

"Then there was a little eatery in the hospital where you got better food than the cafeteria. Doctors and nurses, all white, ate there, but blacks were not allowed. We got together and changed this. If you had nothing, what would you lose?

"After I heard that 1199 would help to organize the workers at Lenox Hill, I began to work much harder. We all got together: men, women, everybody. Just before we were to go on strike, the chief dietician spoke to one of the white workers. 'You don't want to strike with all those blacks and Puerto Ricans, do you?' The white guy told her, 'If they're good enough to eat with and work with, they're good enough to strike with.' If he would have been black, he would've been fired.

"One of the hospital officials took me out to lunch. He asked me to call off the strike at Lenox Hospital. I told him I couldn't call off the workers. They offered me more money to shut me up, and a job as a supervisor at $5 more a week.

"Then in 1960, they fired me. They claimed I didn't do my job. But they had to admit that I was a hard worker and always on time, but they told everybody in Lenox Hill that I would never enter that hospital again. After months and months of talking, they had to take me back.

"When I came in the kitchen, the workers spread their aprons down on the floor like a red carpet.

"I'm still quiet," Doris continued. "I still get nervous when I have to speak."

Today, most of Doris' relatives are glad that she did not listen to their advice. They had told her to give up unionism. They are proud of having a vice president of Local 1199 in their family.

WORDS YOU NEED AS YOU READ

organizer
staff
diabetes
shift
supervisor

LET ME IN!

BETTY BENTZ
MANAGER
SCHOOL

Betty Bentz has a problem that most schools would love to have. Her students are fighting to get into classes instead of out of them. Right now she's looking for more classrooms to meet the demand.

Betty is the administrator of the industry training program run jointly by the Hotel Trades Council, representing unions in hotels, and the Hotel Association of New York.

The students at the training center are all hotel workers who want better jobs. They come to school straight from a full day's work, or before they go on a night shift. They take courses such as accounting, machinery repair, food and beverage management, office machines, hotel desk procedure and typing. The teachers themselves are people who work in hotels.

The most popular course at the school is English. Many hotel workers speak French, Spanish, Italian or Greek as their native tongue. They all know that speaking and writing fluent English is the key to getting a job promotion. One 64-year-old grandmother expects her high school equivalency diploma very soon now.

Many of the classrooms are set up to duplicate on-the-job situations, including one that is a complete copy of a hotel front office.

The latest project of the school is a training program for chefs and cooks. Good cooks are very hard to find. The program is in temporary quarters now in a hotel kitchen.

Betty started the training program as a sideline while she was secretary-treasurer of Local 6, the biggest union in the city's hotels. So many members wanted to better themselves that the hotels agreed to put $1.00 a month for each worker into a special training fund. This supports the center and pays for teachers and equipment.

Other special services under the union contract are the health program which provides free medical care in centers throughout the city, and the pension plan.

Another very popular union office is the Neighborhood Service Council. It helps union members with off-the-job problems they may have with landlords, stores, or government agencies. It also runs dance classes, sports activities, concerts, outings and trips, after work and after school.

Words you need to know:

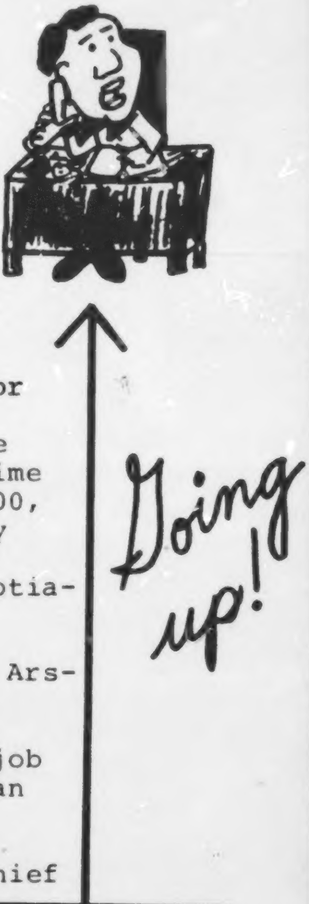
administrator
shift
beverage
chef
procedure
fluent
equivalency
temporary

Questions:

1. Young people like to work after school; older people go to school after work. How would you explain this?

2. Why do you think the union concerns itself with dance classes and outings?

From Elevator Operator to NEGOTIATOR!



"It's not going to be easy" said John Burnell when he became director of the Office of Labor Relations for New York City. Mr. Burnell knows what he is talking about, having a long and varied background in the labor movement.

John Burnell grew up in Harlem and graduated from Dewitt Clinton High School. He also attended City College for a year, but had to leave due to financial problems.

Burnell then took a job as an elevator operator until he got his "first" real job as an apprentice mechanic for the Fifth Avenue Coach Line. There he became the chairman of the shop and later a full-time organizer for the Transport Workers Union Local 100, and took part in the negotiation process. For many years, he worked alongside the late Mike Quill who headed the TWU, and learned a great deal about negotiations with the city.

Burnell was closely identified with Harry Van Arsdale, President of the New York City Labor Council until he was appointed by Mayor Beame. He was the executive director of the Central Labor Council's job placement program and regional director of the Human Resources Development Institute of the AFL-CIO.

John Burnell's new job makes him the city's chief negotiator with municipal unions. He feels his biggest problem will be the amount of debt the city is in and somehow finding the money to meet the cost of living increases due to inflation. He will soon have to negotiate new contracts with The Police, Fire and Sanitation Department employees.

Burnell believes that most labor problems can be solved by collective bargaining. While he doesn't approve of binding arbitration, now that he is on the other side of the fence he will use whatever is necessary to negotiate labor contracts for over 300,000 city workers.

WORDS YOU NEED AS YOU READ

apprentice
appointed
regional
negotiator
municipal
inflation
binding arbitration

Fill In The Missing Blanks

TWU = ______________ ______________ ______________

AFL = ______________ ______________ ______________

CIO = ______________ ______________ ______________

QUESTIONS

1. What are some of John Burnell's duties?
2. Why do you think he was selected for the job?
3. Why is Mr. Burnell on the "other side of the fence."

x

UNIONS AND YOU

X-1

WHERE DO YOU FIT?

TO FIT OR NOT TO FIT?

Put yourself in this situation. You have just finished school and gone to work on your first job. There is no union contract with your boss. Some people think there should be a contract. One of them asks to join.

A. What reasons could they give for joining the union?

B. Suppose you didn't want to join what arguments could you make against joining the union?

The next morning when you go to work, a union organizer standing outside the door hands you a leaflet called, "Why Our Union is for You."

What should you do?

		Yes	no
1.	Throw the leaflet away without reading it?	___	___
2.	Discuss it with your fellow employees?	___	___
3.	Put it in your pocket and take it home to read later?	___	___
4.	Go into the boss's office and give him the leaflet?	___	___

THIS JOB IS YOURS!

"Congratulations!"

"We have decided to hire you."

"Please report to the personnel office at 9 o'clock Monday morning and bring your social security card."

"You will be required to join the union, after you have completed the 30-day probationary period."

"Union dues are $6 a month which will be deducted from your paycheck on the first Friday of every month. You will be asked to sign a payroll deduction form allowing these dues to be taken from your check."

"You may see a copy of the contract in the personnel office."

QUESTIONS

1. How do you feel about the information in this letter?
2. What questions would you want to ask the personnel office or the union representative?

DO YOU KNOW ONE?

WHAT, WHEN, WHERE, WHY, HOW?

Are there people in your family or neighborhood who are members of a union?

Here are some questions to ask them:

How did they come to join the union?

What benefits does the union provide for them?

Are they satisfied with the union?

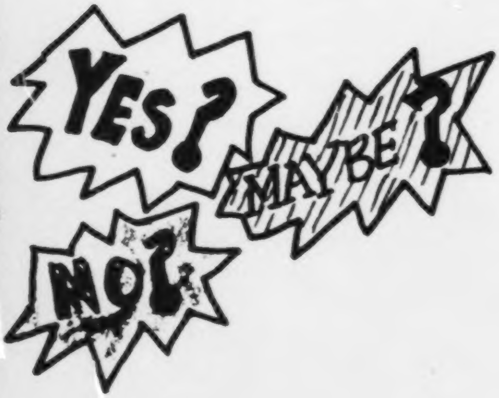
Has the union ever handled a grievance for them?

Do they attend union meetings?

Did they vote in the union elections?

Do they have a union newspaper to show you?

SHOULD THEY RIDE FREE?


YES?
MAYBE?
NO?

The union in your company had to give up some demands to get a contract. It agreed that workers who didn't want to join didn't have to. These workers wouldn't have anything to say in the union, but they also wouldn't have to pay union dues.

QUESTIONS

1. Should these workers get the same wages, vacations, holidays and benefits as the other workers in the company? Why?

2. Suppose they had an argument with the boss. Should the union try to protect these peoples' rights? Why?

HOW OLD MUST YOU BE TO...

WORK IN NEW YORK STATE

* = earliest age at which job can be held
x = job prohibited to minors of this age

	UNDER 12	12	13	14	15	16	17	18	19	20
Newspaper carrier boy	x	*								
Work for parents (not connected with a business	x	*								
Work in school cafeteria during lunch period	x	x	x	*						
Baby sitter	x	x	x	*						
Household chores/yard work	x	x	x	*						
Delivery work	x	x	x	*						
Clerical work	x	x	x	*						
Street trades (e.g. selling newspapers, shoeshine stand	x	x	x	*						
Child performer (allowed under 16 with special permit)	x	x	x	x	x	*				
Factory work	x	x	x	x	x	*				
Construction work	x	x	x	x	x	x	x	*		
Power machines, tools and bakery equipment	x	x	x	x	x	x	x	*		
Slaughter or meat packing establishment	x	x	x	x	x	x	x	*		

Maximum Working Hours

Minors under 16

1. When school is in session:

    (a) 3 hours on any school day
    (b) 8 hours on any non-school day
    (c) 23 hours a week
    (d) 6 days a week
    (e) after 7 p.m. or before 7 a.m.

2. When school is not in session:

    (a) 8 hours a day
    (b) 6 days a week
    (c) 48 hours a week
    (d) after 7 p.m. or before 7 a.m .

WHERE are the JOBS for TOMORROW'S GRADUATES?

It's always dangerous to predict job trends, but the figures of recent years should make interesting reading for the graduates of the future.

As the chart shows, there are less jobs making things, but more jobs doing things for people, fixing and taking care of things, and government (services). In the last ten years, the number of people in service jobs has gone from about 37 1/2 million to nearly 53 million. Production jobs have gone from 21 million to 24 million. Now there are more than two people in some type of service job than in a production job.

Most service jobs involve working in offices, banks, insurance companies, stores, hospitals, government agencies and the like. The main skills are: dealing with people, handling numbers, communicating information and instructions, typing, keeping records and maintaining equipment.

That explains why the unions in service areas are growing faster than the unions in production. However, most jobs in offices and banks are not unionized.

JOBS ARE OPENING UP IN THESE FIELDS

	April Employment	Change From January
Government	14,094,000	Up 210,000
Mining	658,000	Up 4,000
Construction	3,644,000	Up 8,000
Lumber, wood products	652,000	Up 7,000
Machinery	2,136,000	Up 3,000
Instruments	522,000	Up 6,000
Foods	1,762,000	Up 8,000
Tobacco making	77,000	Up 1,000
Leather	296,000	Up 5,000
Wholesale, retail trade	16,518,000	Up 101,000
Financial services	4,132,000	Up 23,000
Other services	13,267,000	Up 131,000

. . . BUT DECLINING IN THESE

	April Employment	Change From January
Stone, clay, glass	694,000	Down 10,000
Primary metals	1,322,000	Down 21,000
Fabricated metals	1,455,000	Down 11,000
Electrical equipment	2,044,000	Down 7,000
Transportation equipment	1,738,000	Down 15,000
Textiles	1,018,000	Down 11,000
Apparel	1,297,000	Down 18,000
Petroleum, coal	190,000	Down 3,000
Rubber, plastics	688,000	Down 5,000
Transportation	4,669,000	Down 15,000

U.S. NEWS & WORLD REPORT, June 10, 1974
Source: U.S. Dept. of Labor

What part do YOU play on the family team?

Do you:

	Yes	No
1. Do the shopping?	___	___
2. Clean your room?	___	___
3. Clean the house?	___	___
4. Help with the cooking?	___	___
5. Wash dishes?	___	___
6. Do the laundry?	___	___
7. Do painting or home repairs?	___	___
8. Sew clothes?	___	___
9. Shine shoes?	___	___
10. Go on errands?	___	___
11. Work in a store?	___	___
12. Serve food to parents?	___	___
13. Help your grandparents?	___	___
14. Let relatives sleep in your room?	___	___

IF YOU HAD AN AFTER-SCHOOL JOB WOULD YOU:

1. pay for your own recreation?	___	___
2. pay for your own clothing and transportation?	___	___
3. give part of your money to your parents?	___	___
4. give all your pay to to your parents?	___	___
5. buy your parents presents on birthdays, anniversaries, etc.?	___	___
6. take your parents out to a show or dinner?	___	___

Resources

THE UNION SCENE IN NEW YORK CITY

New York is a city of thousands of small and medium-sized businesses. Therefore, it has a great many small and medium-sized unions. There are 1½ million workers in New York City, or better than one in three belongs to any one of the hundreds of unions, with local branches located in all boroughs.

Aside from the clothing industry, there aren't many of the major industrial unions in New York, or many national headquarters here. (A great many of them are in Washington.) But some of the local unions are quite large and important, and others are grouped into district councils which are extensive in size and scope.

The biggest central organization is:

* The Greater New York City Central Labor Council
386 Park Avenue South, N. Y. 10016   685-9552

Most of the local and national unions in the city are affiliated with it. It acts on behalf of them on many political and legislative issues.

There are also many groupings of craft-type unions into industry-wide councils. Among them are:

* The Building and Construction Trades Council,
441 Lexington Avenue, N. Y. 10017 682-7184

representing unions in the construction industry.

* The Hotel and Motel Trades Council,
707 8th Avenue, N. Y. 10036 245-7000

which negotiates with the hotel industry on behalf of several member unions.

* The Maritime Port Council,
17 Battery Place, N. Y. 10004 269-;482

representing both shipboard personnel and shoreside unions on the waterfront.

* The Allied Printing Trades Council,
150 Nassau Street, N.Y. 10038 233-3386

a grouping of unions in the city's important graphic arts industry.

* The Teamsters Joint Council,
  259 West 14th Street, N. Y. 10011 CH 2-1010

a central body for various Teamster local unions in the transportation industry.

* District 37, American Federation of State, County and
  Municipal Employees,
  365 Broadway, N. Y. 10013 964-8700

a giant conglomerate of local unions in various New York City government agencies.

Important national and international unions with headquarters in New York include:

* The Amalgamated Clothing Workers,
  15 Union Square West, N. Y. 10003 255-7800

in the men's clothing industry, and its counterpart in women's clothing:

* The International Ladies Garment Workers Union,
  1710 Broadway, N. Y. 10017 CO 5-7000

This is one area in which the sexes are clearly separated, not on the job, but in terms of what is produced. A men's clothing worker works only on men's clothing; a ladies garment worker only on women's clothing. (If young ladies insist on buying Eisenhower jackets and fly-front jeans, that's another story.)

Several entertainment unions also have headquarters here, reflecting the city's leading role in the theater, broadcasting and recording. They include:

* The American Federation of Musicians,
  641 Lexington Avenue, N. Y. 10022 245-8046

* The Associated Actors and Artists of America,
  165 West 46th Street, N. Y. 10036

* The American Federation of Television and Radio Artists,
  1350 6th Avenue, N. Y. 10019 265-7700

* The American Guild of Variety Artists,
  1540 Broadway, N. Y. 10036 765-0800

A great many of the glamour names of the entertainment world carry cards in these unions or serve as their officers. (Not too many people remember that a top national politician named Ronald Reagan got his start as an activist official of the Screen Actors Guild.)

The headquarters of several unions of maritime workers are located here, since New York's the country's largest port city. Among them:

* The Transport Workers Union,
1980 Broadway, N. Y. 10023 873-6000
representing most of our subway and bus employees, as well as many airport personnel.

Several local unions are so large and important as to qualify as "little internationals" in their own right. Among them are:

* Local 3 of the Electrical Workers Union,
158-11 Jewel Avenue, Flushing, N. Y. 11365 591-4000
or 128 East 25th Street, N. y. 10010 673-1313
a construction trades affiliate which is the home local of Harry Van Arsdale, President of the Central Labor Council.

* The United Federation of Teachers,
260 Park Avenue South, N. Y. 10010 777-7500

* Local 1199, Drug and Hospital Employment Union,
310 West 43rd Street, N. Y. 10036 582-1890
one of the rapidly growing unions in New York.

* United Store Workers, Retail-Wholesale Department Store Union,
101 West 31st Street, N. Y. 10001 868-1142

Two other groups that may hold special interest for the classroom teacher are:

* The United Farm Workers International Union
19 West 34th Street, N. Y. 10001 594-0694

* Local 1, Amalgamated Lithographers of America,
113 University Place, N. Y. 10003 254-5404

The Farm Workers represent, in the main, Spanish-speaking migrants who work in the produce harvesting industry, mainly in California, but also in South Jersey, Pennsylvania and other eastern states, and face the constant threat of mechanization. The Lithographers are highly-skilled specialists who have a strong commitment to esoteric technology as a way of creating new business and jobs.

* American Arbitration Association,
140 West 51st Street, N. Y. 10019 582-6620
will provide material and leadership for model arbitration case in a classroom.

* AFL-CIO, 815 16th Street, N.W. Washington,D.C. 20006 (202) 293-5000
Extensive materials about labor unions, issues, booklets, film guides, The Federationist.

DID YOU KNOW? There are other materials available from OPEN DOORS, both curriculum units and borough guides, which you can use with your students to explore the world of work?

Guides to Business and Community Resources

Brooklyn
Bronx
Queens
Staten Island
New York City (1973)
Manhattan (coming, Fall 1975)

Law Resource Guide
Inventory of World of Work Programs
Career and Urban Exploration Courses In N.Y.C. High Schools

Materials In Series "EXPLORING THE WORLD OF WORK"

Urban Issues (coordinated with Guides)
Who's Talking? Who's Listening? (Advertising and Communicating in New York City)
Youth And The Law
What's Cooking, Who's Cooking Our Food?
Housing Is Everyone's Problem
You've Come A Long Way, Baby!
Where It's At In Health Care